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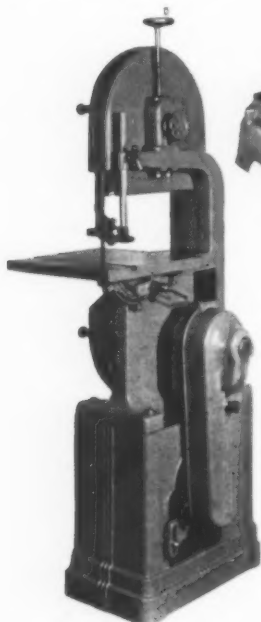
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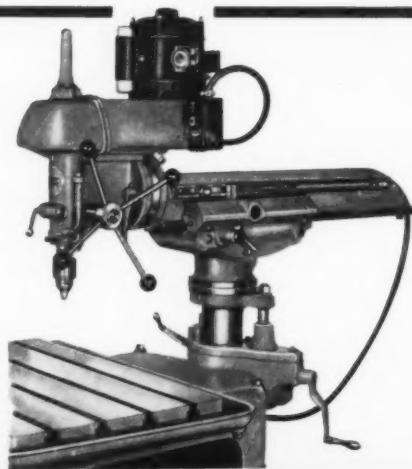
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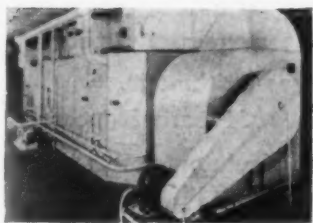
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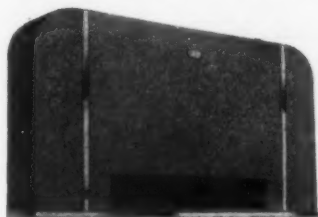
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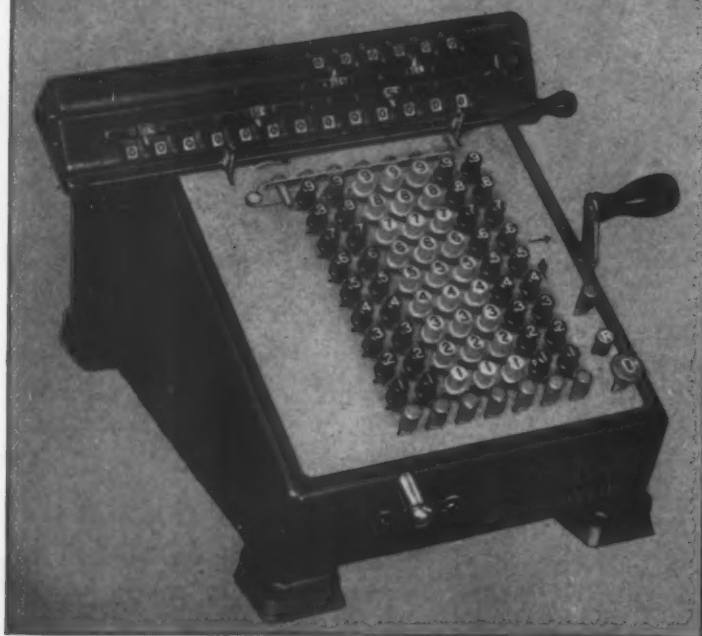
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Side Glances:

SCHOOLMEN, urge that your salaries *not* be increased during the war period! Lionel De Silva next month will sound this stirring cry in an article on war salaries that no administrator or his teachers should overlook. Sacrifice is the way to win a war, he holds.

WANT to cut costs? Had you thought of turning out better readers so that children can progress faster in larger classes? Principal Roy E. Learned has thought considerably about the high cost of poor reading. His arguments and conclusions will be published in the September number.

MANY interesting studies go on in Detroit, one of which will be summarized next month. The games, sports, hobbies and pleasures that delight children at various grade levels have been listed and scaled so that remedial work or, at least, a diagnosis of the individual child can be made by comparing him with the norms for his class. Evelyn E. Holtorf will do the summarizing.

LOOK, too, for another eight pages on Schoolhouse Planning somewhat in the manner of the introductory section appearing on pages 25 to 32 of this issue.

★ ★ ★

Published monthly by The Nation's Schools Publishing Co., Inc., 919 North Michigan, Chicago, and 101 Park Avenue, New York. Otho F. Ball, president; Raymond P. Sloan, vice president; Stanley R. Clague, secretary; J. G. Jarrett, treasurer. Yearly subscription, United States and Canada, \$2; foreign, \$3. Current copies, 25c each. Member, Audit Bureau of Circulations. Copyright, 1942, by The Nation's Schools Publishing Co., Inc. Entered as second-class matter Jan. 16, 1928, at the Post Office at Chicago, Ill., under the Act of March 3, 1879.

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Questions —AND ANSWERS

Professional Jealousy

Question: How can we get rid of the perennial petty jealousies that seem to persist among faculty members?—V.M.R., Ill.

ANSWER: Probably we can never hope to eliminate all of the jealousies that exist among school teachers any more than we could hope to eliminate them among bankers, lawyers or shoe salesmen. The most persistent jealousies can be eliminated, however, when a school system is organized on a thoroughly democratic basis.

Within such an organization cooperation supplants competition. Mutual respect and confidence are engendered among teachers, administrators and supervisors as these individuals learn to plan together, to share experiences and to evaluate cooperatively. Nor should participation be limited solely to curriculum activities.

Much of the suspicion and lack of confidence that exist among teachers is due to the fact that they are denied opportunities to participate in the activities of teacher rating, budget making and development of salary schedules.

Participation of teachers in a wide range of community activities is, likewise, important. Teachers who participate in the development of an educational program know what they are doing and why they do it. Varied contacts with adults of the community provide opportunities for teachers to interpret the schools.

Finally, teachers should learn to play together and have fun. Many an ancient grudge has disappeared on a hayrack ride.—PAUL J. MISNER.

Meeting Salary Competition

Question: Can school districts compete with salaries established by the government on defense projects? Is the competition sound?—H.C.N., Minn.

ANSWER: There are thousands of school districts in the United States in which the salaries of teachers cannot possibly compete with the salaries established by the government on defense projects. In wealthy districts where salary schedules are above the average, there is hope that the higher salaries paid on defense jobs will not drain the best talent from the teaching staff, but

there are entire states in which there is no possibility of increasing teachers' salaries to meet the competition.

Effective and universal education is the bulwark of self-government and this long-time line of defense must not be weakened at the present time. If we really believe in the democratic way of life and have faith in the schools as a means of perpetuating that way of life, we shall not allow the schools to be weakened in this time of emergency. To the extent that the competition weakens the schools, it is unsound.

Teachers' salaries should be raised immediately, at least in amounts sufficient to offset the rising cost of living. When this is impossible under local methods of raising revenue, state and federal aid must come to the rescue. State equalization quotas should be increased to reduce the inequalities among districts within the states and federal funds should be provided both for the strengthening of all the schools and for special assistance in the poorer states.—W. C. REUSSER.

Federal Control of Education

Question: What is the federal government going to do about federal support for education? (For the duration—a summary perhaps of accomplishments, not theory.)—A.U., Kan.

ANSWER: See "Still More Federal Control of Education," by Arnold E. Joyal, *THE NATION'S SCHOOLS*, April and May 1942.

Voting School Taxes

Question: How can we cause the public citizenry to become willing to pay for school improvement by public taxation when they are willing to pay for other utilities not so essential to the development of civilization?—H.L.S., Miss.

ANSWER: Funds for the support of public education are obtained through some form of taxation. The schools must now compete with many other tax consuming agencies seeking a share of the public funds. It is essential that we present to the people a logical, tangible program of education. This program should have continued and unified support from those interested in education, else the schools will suffer. The American people are generally willing to pay for the things that they recognize as of value. Educators should strive to:

1. Provide an educational program that appeals to the people as having immediate and ultimate values.
2. Keep the schools close to the people; develop through participation the ownership ideal.
3. Develop an educational program in steps that progress and in which success, individual and public, may be measured.
4. Keep the people informed of progress made and of probable future trends and needs.—N. E. VILES.

Who's to Blame for Accidents?

Question: What is the school's liability and responsibility for accidents occurring at school picnics off the school grounds?—A.A.R., N.Y.

ANSWER: In New York State a public school district may be held liable for injuries resulting directly from negligence of the school board itself. It is unlikely that an accident at a school picnic off the school grounds would be traceable to that source, though it is possible that the school board might be shown to have been negligent under the particular circumstances in authorizing or permitting the picnic to be held in a hazardous place or without supervision or under the supervision of a person known to be unfit for that responsibility.—M. M. CHAMBERS.

Double Shift for Grade Schools

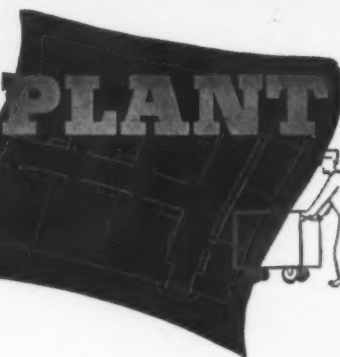
Question: We have managed a two shift program in our high school during the past year and will have to carry it on next year. Now we are threatened with the possibility of running our elementary schools on a two shift basis. Can you give me any helpful suggestions concerning the time allocation for subjects, the comparative size of staff, transportation, recreation and study opportunities for children during the half day they are not in school?—T.P., Wash.

ANSWER: When it becomes necessary to introduce half day sessions to provide two shifts (undesirable, though sometimes unavoidable, expedients), state laws governing the minimum school day, minimum school year, required subjects and any legally fixed time allotments must be observed.

Programs involving a half day session for a class must include home study. Since parents cannot be expected to serve as professional experts in directing their children's study, teachers must make each assignment so explicit that the children know what and how they should study. Training in study habits is, therefore, essential to the program of home study.

On the two shift program, two staffs of teachers are necessary, especially because of the increased amount of paper work involved in the teaching and the increased length of each half day session. Transportation is governed by local conditions and provisions, each situation being unique.—GEORGE C. KYTE.

BETTER PLANT PRACTICES



New Buying Practices

Changed buying practices in various types of supplies to conform with new economic and war conditions are reported by many school officials. Paper goods, for example, are being purchased on staggered shipments subject to the convenience of the seller and governmental requirements. Similarly, specifications have been liberalized. As one executive puts it, "We consider it out of step with emergency needs to do otherwise."

Coincident with these changes, a war on waste is being waged in a majority of school systems on paper and other items. Not only is this efficient business at all times but today it becomes a national necessity. In other words, everything that the school official can do to help he is doing—and doing gladly.

Staggers Shipments

Typical of this general attitude is the comment of George M. Waddill, secretary, Amarillo public schools, Amarillo, Tex. "It has been the policy of our school board in the past," he says, "to have the entire year's supply of paper goods delivered before school begins so that we would not have any interruption of service during the year. But this year we have allowed the shipper the privilege of delivering one third of the stock during the summer and the rest during the school year as needed."

"The manufacturer of our paper towels has made changes in his stock paper in keeping with war production requirements and our purchasing department gladly accepted the changes because they would result in more economical uses of paper. Our schools have done little up to now to conserve paper goods but it is our purpose during the next year to introduce an educational campaign that should result in conserving paper supplies."

Milwaukee Conforms

From Milwaukee, William L. Boyd, purchasing agent, reports, "We have had to make some changes in our usual practices, of course, to conform with today's conditions. For a number of years, however, we have spread our purchases over the entire year and have never used a single annual purchase for all school supplies. On such items as paper towels and toilet paper we have bought approxi-

mately a year's supply in one purchase, but not at the time of year that most schools are making these purchases. Conforming to the request of the War Production Board, we are now buying even these items in small amounts that are just sufficient to meet our requirements as we go along."

"We have also made a number of changes in specifications where conditions made it desirable. We have reduced the number of printed forms used, changed some of their sizes to meet commercial standards and have reduced the quality of many of our papers. We have also carried on a campaign to conserve paper and other critical materials in the school system. This, of course, requires a continuous plan to obtain full cooperation throughout a large system. We feel, however, that the results have been very satisfactory."

Bids on Half Year's Supply

Instead of taking bids once a year as it has done in the past, the Pittsburgh board of public education is now taking bids on a half year's supply, according to W. E. Strickler, superintendent of supplies. "Usually in April," he states, "we take bids for a sufficient supply of paper items for the entire year, having the materials delivered in two or not more than three shipments, with the exception of paper towels, which were ordered shipped by carload as needed. This year we took bids on most items on a half year's supply, shipments to be made when most convenient to the seller, but not later than July 1. On paper towels our bid was for only three months' supply."

"It would certainly be possible to liberalize our regulations in line with simplified practice, if necessary, and we are willing to cooperate along this line. While we have always tried to stress economy in the use of paper, we started last fall to try to impress the principals of our schools with the need for further economy. In many of our elementary schools paper towels, for instance, are being handed to the pupils as they are needed instead of being placed in dispensers in the washrooms. It has been our policy to let each principal devise ways and means of conserving materials rather than for us to lay down hard and fast rules."

Specifications Change

Kenneth E. Place, superintendent of buildings, Sewanhaka High School, Floral Park, N. Y., acknowledges that reducing paper waste in a high school such as his constitutes a problem. "Small high schools and grade schools are able to dole out the necessary number of towels to each pupil—a method that saves a great deal," he explains. "But," he adds, "here we have 2800 pupils taking academic, commercial, vocational and industrial art courses plus a group of more than 300 national defense trainees. In addition, our building is used for outside activities by many civilian groups."

Instead of buying highly bleached paper towels, the Sewanhaka schools have ordered a darker product with a lighter stock content; also, instead of ordering all supplies in June for July or August delivery, they are leaving the delivery to the dealer to ship as stock is available or as requested by the government.

Liberalizes Regulations


The board of education of Salt Lake City, Utah, is in a fortunate position regarding paper. It has always maintained a conservative policy, R. Y. Gray, clerk and purchasing agent, tells us, and has never accumulated inventories. Consequently, it has not been required to make any drastic change in purchasing policies.

"We have had supply connections with a sufficient number of houses with large sources of goods so that our requirements have been met easily without exciting the local market," Mr. Gray explains. "No arrangements for purchases or deliveries of paper goods have been made beyond 1942-43 needs and we have no plans as to future changed policy."

"We have already liberalized regulations by acquiring lighter weight paper wherever it can be used and expect to cooperate in every possible way in the future with mills and other sources. Constant appeal is made to all our staff to conserve truck operations, paper, athletic goods and all other supplies of the schools as a contribution to winning the war."

"All of our plant operating expenses are scrutinized with the same care that is shown in purchasing supplies."

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LOOKING FORWARD

Walter S. Deffenbaugh

WALTER SYLVANUS DEFFENBAUGH, who was recently retired because of age from active service with the United States Office of Education, served a total of twenty-nine years as specialist in school administration, specialist in rural education and, since 1920, as chief of the division of American school systems.

After graduation from the University of West Virginia in 1898, he began teaching secondary school in his home state of Pennsylvania and became successively high school principal and superintendent. He first joined the Office of Education staff in 1913. Alert to new ideas and educational problems, he brought new life to the rather musty statistical point of view of the bureau. With Commissioner Claxton, he was among the first to see the merits of the work-study-play movement in elementary education. He also felt that the school plant must play an increasingly important part in the educational process and insisted that the bureau recognize and encourage this fact. He helped in the organization of the National Advisory Council on School Building Problems during the incumbency of Commissioner Cooper.

Walter S. Deffenbaugh believed and practiced that education not only must be concerned with the child for a relatively short period but must be a vitalizing force for the entire community. He early advocated the extension of community education to include opportunities for the adult and constantly encouraged wider community use of schools.

He was among the first to point out the dangers of the early separatist movement in vocational education and also the inherent threat to democratic living through a too narrow educational program based purely on practicality, expediency and immediacy.

Bureau work of the type for which he was responsible is not dramatic and there is always the danger that worth-while contributions of this character may

be overshadowed by the more flashy "shows." But for almost a generation, both in the federal agency and in contact with city and state superintendents, Walter S. Deffenbaugh has been a thoroughly wholesome educational influence. We shall miss him.

Community Control

WITH the power of snap judgment vouchsafed only to the master mind, some institutional technicians, social workers, educational centralists and federal bureaucrats are still pronouncing the community secondary school a total failure. They offer as a solution the idea of federally operated schools and work camps for boys and girls or special programs within community schools under close federal direction, despite the fact that federally controlled and operated schools have not been noted for their flexibility or cultural adequacy.

The worst outcome of these recommendations would be a parallel system of federally supported and dominated vocational schools, extremely dangerous to the concept of classlessness underlying the community school. The best possible result would be a segregation of certain activities under federal control within existing schools. Either solution is unnecessary and socially undesirable.

The community secondary school has not been and is not a failure. Within a generation, with limited resources in personnel, matériel and plant, it has struggled with problems that have never before been faced by any school. The major difficulty has been the necessity for adjusting from a conventionally organized and operated academic institution for the training of a superior few to a dynamic social institution to minister to the needs of the entire youth population. Inadequate interpretation, structure and finance have made this transition period difficult. There is, however, sufficient evidence that schools in the more eco-

nomically favored communities are doing their new task remarkably well. There are many others that lag far in the rear.

The solution is not out of hand to condemn and brand as failures these folk-made schools. They can be so classified only by persons who do not understand their nature or who do not believe in the competency of the community to manage its own affairs. Yet the community's very denial to solve and manage its educational problems is a direct negation of the total theory of democratic competency. When weaknesses exist, they may be remedied through education, leadership, structural reorganization and improved finance.

The existence of an improved community district and a balanced system of taxation alone would permit an unusual degree of improvement with respect to program and personnel. Substitution of federal for community control is a dangerous solution. Its potential dangers should be brought to the consciousness of every community.

Use the Band

MANY of the smaller school communities deserve high commendation for the steady use they are making of their secondary school bands in stimulating community war effort. Induction send-offs for selectees usually find the school band strongly in evidence and as well able to hold a tune while marching as their colleague bands, the Legion post and local police. Other schools are providing band music for war rallies and gatherings to stimulate the sale of bonds.

The advent of the summer vacation period need not see a cessation of active participation by the school band. Some communities make extensive efforts to have their youths furnish a weekly concert; others are planning steady participation in the regular rally programs.

The school band has an unusual opportunity to make itself felt and to repay its debt to the community by even greater participation in the life of the community. Music is extremely important in the present crisis and is one of the secondary school activities that should not be allowed to deteriorate. If anything, even greater effort should be made to expand and improve instrumental music for the duration.

Latin America

TO THOSE secondary schools that are searching for simple, reliable and up-to-the-minute information concerning our neighbors in Central and South America, "Latin America" by Preston E. James (Odyssey Press) should be of more than casual interest. Professor James is a modern geographer of outstanding reputation and an authority on the continent to the south. In 900 pages, replete with maps, pictures

and the most recent economic information, he not only provides comprehensive geographic and economic information but also sketches briefly the history and the principal cultural influences. For the general reader, this book offers a means of understanding the cultural and geographic similarities and differences that make these countries what they are today. It is an invaluable addition to secondary school reference libraries as well as a college text.

Air Raids and Schools

THE summer holidays offer an excellent opportunity for the community schools and state departments of public education to reexamine carefully last year's air raid practices for the schools. The last six months of practical experience should be of real help in making essential modifications for next year's program.

Judging from the opinions of school executives and teachers of both the east and west coasts, and also in some of the possibly vulnerable inland defense areas, two generalizations may be safely made. First, none of our public school buildings will be safe against direct hits. Practically all of them will burn. The typical building is two or three stories in height but is not designed or constructed as a bomb shelter. Second, the organization, extension and improvement of our raid warning systems make it possible to assume at least fifteen minutes' actual preraid warning.

Since there is no merit or real safety in crowding elementary children into the ground floor corridors of manifestly unsafe school buildings and since there will probably be ample warning to permit children to scatter and reach home, it may be highly desirable to reconsider certain current air raid school practices. Most children of elementary school age live within ten minutes' walking distance of their homes. It is psychologically more desirable to have children under parental rather than institutional direction during air raids. Current practice and procedure can certainly be improved upon. The theory of scattering *versus* concentration is worth study before the beginning of another school year.

Anticlimax

CULLED from the "Rules and Regulations" of a small Michigan school district:

"In order of importance in organization, we suggest the following: A, community; B, board of education; C, superintendent; D, principal; E, teachers; F, pupils.

"It is well to remember at all times that the schools are for the children."

The Editor

Popular Control of Education

Is Vital to Democracy

ARTHUR B. MOEHLMAN

IN THE April and May issues, Dr. Arnold E. Joyal presented two closely and significantly written articles in which he pointed out the increasing danger of federal control of public education and, in his opinion, our inability to escape it. He described the beginnings of federal regional controls by the Federal Security Agency and the importance of these federal field officers.

Doctor Joyal believes that the feeling among educators against federal control is a "bogeyman, conjured up and emotionalized by persons who for one reason or another fail to recognize or to accept their social responsibilities for the education of all youths. . . . We must create a new attitude, first within our profession, then among the citizenry at large. . . . Once our 'bogeyman' vanishes, we will realize that the federal government is as much our government as is the state, or the city or the school district. It is our creature. It is capable of functioning only with our sanction. In it the same forces are operating, though at longer range and in somewhat different ways."

Much of what Doctor Joyal says is true, but let's be realistic. Stripped of professional verbiage, public education from the interest of the state is fundamentally social propaganda for the conditioning of the immature and the reconditioning of the mature to acceptance and belief in the patterns of the past as, subject to popular approval, they are retranslated in each generation by the executive personnel involved. He who controls the processes of public education will control the shape of things to come.

Maintenance of direct popular control over public education is vital to the maintenance of democracy itself. There has been little merit in highly centralized systems of education in democratic countries in the past. Consider French experience! The problem of control of the educational process in the United States is not to be considered lightly now or in the future.

Doctor Joyal rightfully believes that the federal government is "our creature." It is, however, a very large, complicated, involved and tenuous creature, and it should always be remembered that the American state operates through a government made up of professional civil executive personnel, protected from public reprisal by permanent tenure. This protection also operates to permit the bureaucrats a great latitude in implanting and executing their own ideas in many fields of endeavor, and the interpretation of congressional acts. In this federal totality, the Office of Education is

relatively small and puny, but its latitude of power over public education through control of appropriations is already great. According to Doctor Joyal, it should be easy to change Office of Education practices whenever the people desire. Theoretically, this statement is true. Practically, the federal authority is too remote for the people to observe details and too powerfully entrenched for change to be made easily.

By way of practical illustration, how many of the people, or even professional educators, knew that Commissioner Studebaker suppressed in 1934, at the request of Assistant Commissioner Wright, the damning Burdick-Scandrett report on the exploitation of "apprentices" in the South under Smith-Hughes and Office of Education sanction? The outcome of this suppression was the demand by labor that the President investigate and the President's Advisory Committee (1936-1938) was the result. The entrenched vocational educator-politicians in control of this "narrow specialized field . . . in which there is no background and tradition of local control" were strong enough to prevent the reforms in federally subsidized vocational education that the President's committee requested.

Again, how many professional educators knew of the deliberate editing of President Grant's Des Moines speech (*The NATION'S SCHOOLS*, June 1942) and the purposes behind it, because as Commissioner Studebaker said, "The parts omitted did not seem significant from the point of view of the purposes as set forth in the foreword?"

If politics could be voided, federal appropriations to public education, except in defense areas during the emergency, could be satisfactorily met by direct aid to not more than 14 states. However, politics cannot be voided and so federal aid will be given to 48 states. Under such aid programs, regardless of language, federal control of the educational process through its highly safeguarded bureaucrats is inevitable. Doctor Joyal is completely right. The small boys and girls behind large Washington desks are constantly reaching for more power and taking it.

Since we favor federal aid to public education and also believe that federal control through appropriation is inevitable, we propose to continue our arguments for aid to educational activities that do not involve continued control of social policy or instruction. Popular control of the education process is an essential democratic safeguard.

War-Time Plan for Each Boy

Los Angeles Takes Inventory of Boypower

VIERLING KERSEY

Superintendent, Los Angeles City Schools

IF WE are to win this war, every man must be utilized to full capacity. Boys who were graduated from high school this June face the most difficult decisions ever presented to a rising generation of Americans. Preparing to do their part in carrying on this war for freedom, these boys are looking for guidance, counsel and help in finding their best place in our war effort.

"How can I help? Shall I go on to college? Shall I take a job in war industry? Shall I volunteer in the armed forces?" These are the questions that are ringing in the ears of every red-blooded American boy. Each wants to serve, to do his part, to help in winning the war and winning the peace.

Most parents can be of little help to their sons in answering these questions. To the parents, as well as to the boys, this is a time of stress where little knowledge or experience can be called upon to solve these problems. No reliable, current, up-to-the-minute source of information and counsel has been readily available. Yet these boys must help to mold and direct the outcomes of the present war and later peace. For them, as well as for adults, the present and future are inescapable realities.

War-Time Guidance Offered

The Los Angeles city schools developed and applied a war-time vocational guidance inventory to help graduating seniors in finding their places in this war effort. Eight thousand boys, 17 years and older, participated through self-analysis, conferences with parents and discussions with especially trained teachers. By the use of tests, inventories and school records in a searching inventory each boy has reached a decision as to where he can best dedicate himself for national service.

In every instance, this decision has grown out of the facts gathered, analyzed, studied and presented for that pupil. The decision has been made jointly by the boy, his parents

and school representatives on the basis of these facts rather than on the recommendation of any guidance "expert."

As a first step in taking the inventory, each boy filled out a 16 page "guidance record for student use" in consultation with his parents. This provided information from the boy and his family, which otherwise was not available in the school records. Next, interests, aptitudes and abilities were explored by discussion and through the use of tests and inventories. Data from the school records and the results of a physical examination by a school physician added to the picture.

Every boy was given up-to-the-minute information regarding war-time civilian jobs and their requirements; opportunities in the armed services, the merchant marine and other governmental services; anticipated needs for professional and technical personnel, both for civilian life and the military establishment, and opportunities for training in civilian institutions under governmental auspices.

The final step was the development of the war-time plan for each boy in conference with his parents and the school representative. Employment upon graduation has been recommended for some; for others, early enlistment is suggested in the armed services where suitable training can be obtained. Pre-enlistment training courses have been chosen by some boys, while others are realizing that it is desirable to continue their college program.

A summary of the plan for each boy was signed by him, by his parents and by the school representative and then was sent to the central administration of the city schools. Every boy has been given a card to carry, identifying his greatest pos-

sible contribution to war-time effort for the benefit of prospective employers or recruiting officers.

All of the records are now being summarized at the central administrative offices and are being held for reference by employment officials and military authorities. Thus, there will be available at a central office data that will be of marked value to the United States Employment Service and to the several recruiting offices of the government. These will be a summary of the additional manpower existing in the school population, will identify the relation between pupils' vocational goals and actual war-time needs and will permit the modification of curriculum policies in the current situation.

Democracy Must Be Earned

This inventory is helping boys to realize that democracy itself is something that cannot be inherited. The rising generation is earning and learning for itself the rights, privileges, duties and obligations that our democratic form of government places upon every one of us. Warfare today requires the participation and contribution of every citizen to a greater extent than ever before.

Boys are coming to face reality squarely and without pernicious emotional tensions by making those decisions that will ensure eventual victory for country and self rather than individual aggrandizement.

The war-time inventory is culminating in practical results as pupils are finding their best places in the war effort, as parents are helping and being helped to identify the greatest contribution their sons can make to victory and as Uncle Sam is being provided with an available reservoir of manpower which has been counseled and classified and is ready for action on all fronts.

HERMAN L. SHIBLER
Superintendent of Schools
Birmingham, Mich.

Voting That Extra School Levy

IN JUNE 1941, the board of education of Birmingham, Mich., a suburb of Detroit, asked the citizens to vote a 2 mill levy, which was promptly turned down by a 2 to 1 vote. This spring, working on the principle that an enlightened and understanding citizenry will act intelligently on a common problem in a democracy, the board of education decided to present to the citizens a picture of the present conditions and future needs of their schools.

The board is composed of five men who rank high in their respective professions and businesses. They are busy men. The fact is mentioned because it has a direct bearing on the story.

First, a study was made of the ability of Birmingham to pay for its schools. This survey revealed that the community could and should spend more money on education. When the survey had been completed, the board sent the accompanying letter to every registered voter and parent in the school system.

Letters were sent also to the various organizations of the city asking for an endorsement of the levy in the local newspaper, and the newspaper was asked to support the levy through editorials. This request was readily granted. The superintendent spoke on the levy before the various service clubs at their luncheon meetings. Several thousand dodgers presenting all aspects of the problem were sent out to homes through the school children, given out in public meetings and placed in business houses.

The heart of the campaign was a five or ten minute talk prepared by each board member on various phases of the school's financial problem. These talks, with charts, were presented to the public by the individual board members at the six public meetings scheduled.

Each meeting was opened by the board chairman of the campaign, who presented an overview of the entire problem. This talk was followed by an explanation of the distinction between the operating budget and the debt service budget.

The president of the board discussed various ways by which the additional revenue needed might be obtained. He pointed out that in order to maintain our democracy the people should retain in their own hands as much control of the schools as possible and that if they voted for the extra levy this control would remain where it belonged.

On election day at each voting place was an alphabetized list of all registered voters in the precinct. As

of five years. The levy carried in all precincts by more than two thirds' majority. In one district an 84 per cent majority was obtained.

Now, what is so important and exciting about a school district voting an extra levy for five years to operate its schools? Well, in the first place this isn't exactly a favorable time in our American history to ask a citizen to vote to increase his taxes. Second, it is not an everyday practice for five busy men to give their

Dear Mr. and Mrs. School Parent:

You have a local problem affecting your children that you can do something about—if you will.

Your Board of Education has spent a good many hours on the problem of Birmingham school finance. It is a problem that has been steadily increasing in intensity, until it has reached a point where we feel that we must ask you to meet with us to look into this question most carefully. Your Board is going to ask you to make a decision on this question May 4. The decision as to what shall be done rests entirely with you, and we do not feel that you should make this decision—either by action or by neglecting to act—without full knowledge of the facts involved.

We are holding a series of six meetings for this purpose—one for each school zone, and a final "cleaning up" meeting at the High School for those who find it impossible to attend the meeting for their particular school area.

All that your School Board intends to do at these meetings is give you the facts as they see them and answer your questions just as fully and carefully as possible.

This is a problem concerning your children that must be decided by you *Fathers* and *Mothers*. Your School Board has spent days and weeks on it. You can't get the right answer in five minutes by hearsay. Come to the meeting. We'll be as brief as possible.

Yours very sincerely,

BOARD OF EDUCATION
BIRMINGHAM PUBLIC SCHOOLS

a citizen voted, his name was checked off on this list. About six hours before the polls closed a citizenship committee from each parent-teacher association, under the direction of the presidents, came to the various polls and by checking the voters' lists found out who had not voted. These P.-T.A. committees got busy. They telephoned or rang doorbells of those people who had not voted and got as many of them as possible to the polls.

The result of the effort was more than a 75 per cent majority vote in favor of the 2.5 mill levy for a period

time and effort as the Birmingham board did to a project of this kind. It is not an easy task to go through six such meetings after a hard day's work at the office or in the laboratory. One board member flew back twice from Washington, D. C., in order to attend these meetings.

When the citizens of a community have elected a board of education in which they have the utmost confidence and when that board demonstrates its ability to offer the high type of leadership so badly needed in our schools, the great majority of the people will cooperate gladly.

Social Science Comes to Life

JOHN E. HOAR



ing out the survey, collecting, tabulating and breaking down the information into understandable charts, graphs, maps and statistical information. Eight hundred families were interviewed.

Rural and urban family schedules were tabulated separately. A list of all the families surveyed and of the names of the pupils who interviewed

DURING the last two years, eighty-five high school boys and girls in Barron, Wis., and the surrounding rural territory have been learning to live together more effectively in a democracy. On the basis of pupil participation in social surveys, they set out to know their community.

To start the project the children gathered data on how big their community is, not in terms of 2000 people, but on the basis of the geographical spread of its influence. In this connection, they made a spot map to show from year to year the location of farm families that send their children to attend school in Barron. Another interesting spot map covered the paid up circulation of the local newspaper. It was factual material of this type which brought out the fact that the town of Barron was much bigger than the imaginary line, called the city limits.

Next, the group tackled the problem of how much trade flows from the Barron area to larger cities. These young folk recognize that trade is the lifeblood of any community. The more trade, the more jobs in the town. When a community is economically well off, that means better schools, churches and playgrounds, as well as a better supply of dresses and shoes in the stores. The principal and pupils were assisted at the beginning of the survey work by Profs. John H. Kolb and Zetta Benkert of the department of rural sociology, University of Wisconsin.

First, a schedule was made out which included the subjects of in-



terest to all, a total of 65 categories. These items were grouped as follows: household equipment, food, clothing, fuel, personal care, medical care, automobile expenditures, farm expenditures and miscellaneous items. In the schedule there were blanks on which to record the first and second choices of towns where purchases were made, and for first and second choice reasons why the people bought at each center.

Second, the pupils in the social science class were put to work carry-

them was kept by the supervisor in order to prevent any duplication of interviews. However, no names were put on the schedules, thereby assuring the people interviewed that we were not trying to pry into their personal affairs. The pupils recorded the section, township and range for rural families so that trade area maps could be made.

Before the survey was actually started, a considerable amount of instruction had to be given the pupils to keep them out of pitfalls

Through a Community Trade Survey

Principal, Barron High School, Barron, Wis.

and to assure that we would obtain the information desired. One of the biggest problems was to impress the children with the need for enlisting the cooperation of each family in getting a true picture of its buying habits and for dispelling the thought that we were trying to snoop into its personal affairs.

Finally, after all the schedules were completed, the pupils and the supervisor together devised the best possible tabulating chart they could for such a complicated schedule. The result was a 4 by 15 foot chart with one fly sheet, 4 by 4 feet, for each of the 21 cities. These fly sheets, or calendar-like tabs, were used to tabulate the reasons for buying at each city. This chart was fastened to the blackboard.

Tabulating began, and the problem of keeping all pupils busy had to be considered. Each boy or girl was given an item, such as women's shoes or tractors, to keep summar-

ized as the schedules were read off. On the large tabulating chart, one pupil tabulated the cities at which the various products were purchased, another tabulated the reasons for purchasing and two more turned the fly leaves for the tabulators. The distance that the rural families lived from their purchasing centers was also recorded.

When this work was finished, the information was condensed and transferred to master tabulating charts, of which there were one for urban families, one for rural families and one of a combination of the two for permanent reference. It might be interesting to note that 590,000 tabulations were made in all.

Twenty-one buying centers, which included a miscellaneous column to take care of strays, were named. Home production was considered as a center because a great deal of food and fuel is produced at home by rural families. The chief reasons for

buying were listed as follows: convenient location, price, quality, service, home interest, credit and variety, in the order named.

When at last this task of two full semesters' work was finished, the social science classes studied the charts to determine just "why, what and where" the people in the locality did their purchasing. The results in some cases were both startling and disturbing. They found that a great deal of business was going out of town and that it was possible for the city of Barron to get at least part of this business. One of the most disturbing points we found was that the main reasons for buying at home were location and home interest, and this held true in practically all instances.

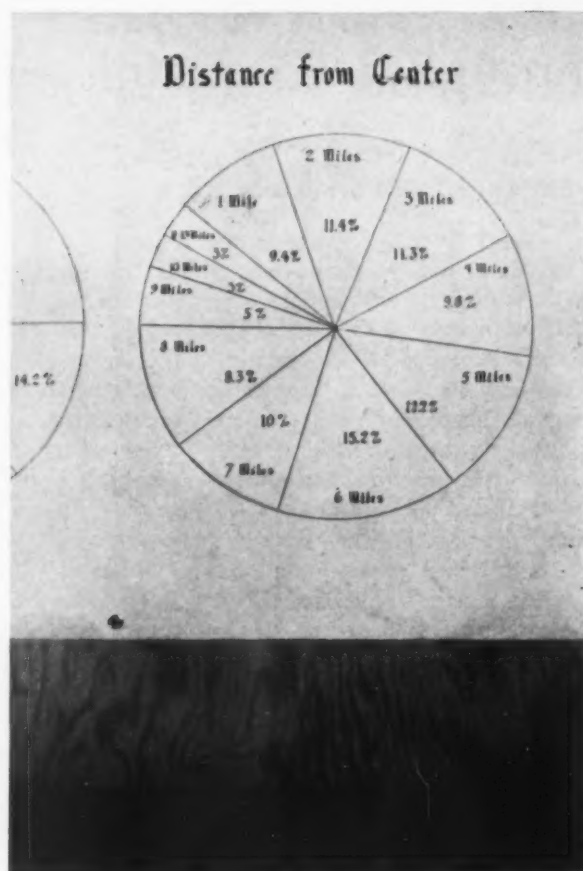
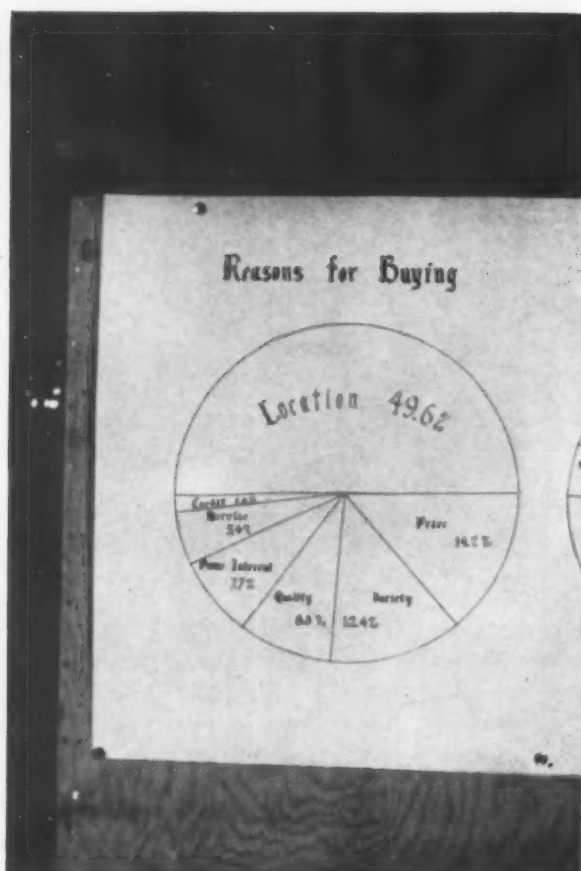
Along the same line we discovered that the purchases were made out of town because of quality, price and variety. The principal products that were purchased out of town came under the headings of clothing and household equipment. In some cases as high as from 65 to 70 per cent of

Opposite Page: Steps in gathering the data. Pupils interviewed housewives, factory workers, farmers and business men. In all, 800 families during the interviews were asked about their buying habits. The subjects covered included household equipment, food, clothing, fuel, farm expenditures and other items.



These three pictures show how the data were tabulated, with the whole class participating. The figures were first entered on a 4 by 15 foot chart with one fly sheet for each of the 21 cities and were then transferred to master charts. The task of gathering and tabulating the material took two full semesters of work.





The data collected were set up in graphs and charts showing trade areas, reasons for buying and distances from purchasing centers.

the business was being done elsewhere. Another wolf that was scratching at our business door was the mail order house. Near-by towns and mail order houses in some instances were doing more business than our home merchants, and this proved true with both the city and the rural families. As sad as some of these facts may be, it is safe to say that much good will arise from them because the community will be stimulated to change these conditions.

The results of this experiment proved so successful that the school authorities concluded that this type of work had a definite value as a method of teaching and that it should be made a permanent part of the social science work. Of greater importance, the survey brought the school and community closer together. The local civic clubs, farm groups and individual business men were stirred to action by the first-hand, reliable information on the issues involved. Immediately, movements got under way to correct some of the conditions.

While these results are important, our major concern was with what happened to the pupils. Any social science teacher can easily picture the

usual dry, uninteresting class in which he has attempted to drill into the unwilling minds of pupils how community life is carried on. This new method, on the other hand, is of vital interest because it takes the child into the heart of the community and gives him firsthand information on social problems that confront the members of his community. It teaches him how to meet people, how to get information, how to influence people and how to meet problems that arise by first gathering some facts.

The everyday life of the pupil is made an actual part of his school work; he is taught that social science is an integral part of communities like his own home town and of people like himself and his associates. The pupil is made a part of the objective, a part of the textbook, and he and his surroundings constitute the whole course of study.

The aim of education in this country should be to teach the pupil to live effectively in a democracy. He must understand and appreciate the

problems that confront a young person who is about to enter into community life and assume responsibilities that arise in a complicated and "crazy" world. It would seem that in such times as these every educational procedure that keeps the pupils' feet on the ground and makes for a sounder and more wholesome citizenry is desirable and worthy of serious consideration.

A few other topics that could be used to advantage as subjects for surveys by social science classes are: vocational opportunities, recreation problems, rural and city youth problems, employment opportunities in a community, religious needs, educational problems for teachers' colleges and universities and governmental information. The value of this type of work to the government could be almost limitless. For example, the government could select areas in the country where schools could be chosen to do research and, if necessary, specialized teachers could be placed in these schools.

In Barron, the pupils who have had this experience recognize that they are better prepared to serve their community and they could be enlisted in government service.

L. W. KINDRED

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Your Teachers' Institute Can Be Improved

Here's One Way to Do It

NO DOUBT considerable benefit is derived from attendance at teachers' institutes, but a number of teachers question the value of the conventional program. They would prefer to have a program that deals with the questions they must answer in teaching children five days a week. They want something more constructive than they are getting to carry back to school.

If the institute is to function effectively, it must be organized upon a different basis. Instead of being planned by one individual, it must be developed cooperatively. Instead of being a separate program, it must be a part of a total county supervisory program. Instead of being a program of entertainment and general information, it must be a working conference built around the problems of all teachers. Instead of forcing teachers to listen to speeches, it must provide opportunity for active teacher participation in leading discussions, presiding at meetings, giving reports and pooling resources. Instead of being for teachers only, it must be planned to include school directors, parents and patrons of the schools. In general, it must be an illustration of democratic public education at work.

Probably there are many methods of organizing an institute that would improve its contribution to public education. One form of organization directed to this end will be discussed with reference to planning, program, appraisal and follow-up.

All Must Recognize Need

Planning starts with a recognition of the need for building better programs. The feeling of need should not be confined to single individuals; it should be a part of the thinking of every teacher who is affected by the institute. This means, of course, that organization must be created with channels through which teachers can express their views regarding the best possible ways for improving the program.

This organization is started by forming a county planning committee made up of representatives from

every school district that takes part in the institute. Under the leadership of the county superintendent, this committee outlines a series of discussion questions that are taken up by faculty groups in each local district. Some of these questions involve thoughtful consideration of weaknesses in previous programs, the purposes of the institute and the instructional needs of the district.

How Progress Is Developed

Written summaries of these discussions provide the planning committee with adequate material for developing a program fitted to the needs of teachers in all parts of the county. It is made obvious in these summaries that the needs of teachers in one district differ from the needs of teachers in another district. It is this fact that makes it necessary to develop a program that does not follow the conventional pattern.

Under these conditions, it becomes a responsibility of the planning committee to block out areas of common interests so that schools having similar problems can be brought together during the institute. The committee will find it valuable to prepare a statement describing instructional progress in the county, special projects that are under way, experimentation that has been completed and proposed studies contemplated by certain of the schools.

A preliminary draft of the general program usually suggests further working organization for developing the details of special meetings. Teachers from schools that have an interest in reading, let us say, are given the job of preparing a conference on reading. Another group of teachers from schools that are emphasizing guidance is asked to work out a practical program in this area. In this way, the program is tailored to meet their specific needs.

Working conference plans should provide for the utilization of outside specialists, outstanding resident and nonresident teachers, members of the state department of public instruction, faculty members of state teachers' colleges and universities and others who can serve as resource persons in conference work on specific problems.

It is strongly recommended that these outsiders become thoroughly acquainted with the problems under consideration, the nature of the instructional program, the issues faced by the group and the supervisory plans of the county superintendent. They should be required to spend at least one day in advance of the institute visiting classrooms, holding conferences with teachers and meeting faculty study groups. Unless this is done, their contributions are frequently worthless.

Patrons Should Participate

Many local people are available who can participate in the conferences because they are engaged in work that has a direct bearing on the problems being studied. A discussion of health education in the elementary school, for example, is enriched by the contributions of a physician, a dentist and a district nurse. The same is true in the case of a lawyer, a business man and a law enforcement officer who take part in a conference on community study.

In this plan of organization, provision is also made for conferences with school directors. These conferences are arranged by the county superintendent working with local school administrators and the state department of public instruction. They are built around matters of instruction, finance, school law, public relations, buildings, equipment and current trends in education. Re-

source people are used in these meetings also, especially in dealing with questions that are more appropriately handled by an outsider.

Time is also set aside for meetings of interested citizens so that they may become more fully informed with regard to problems and plans for educational improvements within the county. Adult education of this kind is basic to changes in public education. Unless parents and patrons are informed about the schools, changes meet with suspicion and disapproval—a natural reaction to any proposal that is not understood.

The same process of planning is followed by administrators in arranging their conferences around instructional problems growing out of the county supervisory program. Unfortunately, most administrative conferences turn on questions of finance. But there is no reason why the planning committee for this group cannot eliminate finance entirely and point the conference to problems of leadership associated with the improvement of instruction. Teachers cannot be expected to grow professionally without the sympathetic understanding and constructive assistance of principals.

The complete program calls for an institute of from two to four days. If the longer institute is adopted, the first day may be set aside for conferences of school directors, for demonstration teaching and for inter-school visitations. The second day is designated as "Citizens' Day," during which time meetings are conducted for the purpose of acquainting parents and patrons with developments, trends, conditions and needs of the schools in the county. The next two days are then given over to general meetings and working conferences.

Social Events Build Good Will

If a shorter span of time is adopted, the conferences of school directors and lay community members are scheduled to run concurrently with the regular institute meetings. It might be added that provision for social activity during one evening of the institute goes far in building wholesome attitudes toward the program and in getting teachers better acquainted.

When general meetings, as well as working conferences, form a part of

the institute program, they are built around major problems facing the majority of teachers in the county. These are determined by the planning committee from the report of local districts.

The speakers who are selected to deal with these problems are qualified to give the kind of assistance that is needed. They are required, moreover, to devote one day in advance of the meetings to school visits, conferences with teachers and discussions with the county superintendent and members of the planning committee in order that their contributions may be directly in point.

The meetings in which they take part are constructed so as to break down the conventional speaker-audience situation. This is done through the use of such techniques as panel-jury discussions, planned interviews, round tables, hearing boards and committee reports.

At the last general meeting, reports are made by the chairmen of working conference groups. These reports acquaint all teachers with the problems studied and the progress made toward their solution. They are to be followed by a general summary of the entire institute program.

Committee Appraises Program

Appraising the success of the institute program is also a part of the work done by the county planning committee. It first draws up a set of principles that describe the educational philosophy behind the planning, organization and practices. These are used as measuring devices for determining the extent to which the program has succeeded. In formulating the statement of principles, the committee will recognize that teachers grow in service only as they desire to grow; that growth is motivated by setting up situations in which teachers have an opportunity critically to evaluate their own procedures in terms of broad social purposes; that growth is brought about through participation in group activities to which worth-while purposes are attached, and that instructional improvement cannot be effected without the close cooperation and sympathetic understanding of boards of education and citizens of the community.

After formulating such a statement of principles, the committee

translates them into a series of questions to which reactions are obtained at the conclusion of the institute. The questions concern the realization of purposes, the value of experiences gained from specific meetings, the worth of contributions made by outside people and the value of exhibits. From the results of this appraisal, the committee is in a position to plan more effectively for the next institute program.

The appraisal, however, does not stop with the use of an inquiry-reaction form. It continues throughout the year, especially with regard to the permanent results that have been produced. It may be found that teachers have become concerned about the purposes for which they are teaching and the extent to which their methods and materials approximate accepted goals. This interest then represents an opportunity for supervisory leadership in developing a cooperative study group around these problems.

Work May Be Continued

It may also be found that teachers are showing a greater concern for studying the needs of children, for utilizing the findings of research, for investigating some new field foreign to their thinking, such as mental hygiene, for example. It is also possible that some groups will want to continue the work they started at the institute and study a particular problem under the direction of some outside authority through consultations and field courses designed specifically to meet their requirements. Other results may also grow out of the program, which the county superintendent will want to follow up and translate into a continuous program of in-service training for teachers and better instruction for children.

The functional type of teachers' institute represents an important aspect of any on-going county supervisory program. It is based upon the planning, executing and appraisal of teachers who cooperatively seek solutions to common instructional problems. But instead of being for teachers alone, the institute includes school directors, parents and patrons of the school whose understanding and support are essential to progress in any democratic arrangement for public education.

Must It Always Be Taboo?

The Case for Sex Education in High School

CHARLES R. EVANS

Principal, Clinton Community High School, Clinton, Ill.

THE consensus among school administrators, parents, clergymen and even school children seems to be that the need for sex instruction is undeniable. The question is, where this should be given—in the home or in the school.

Ideally, the home is the place at which this information should be obtained. It is during early childhood that nature opens the way through the natural inquisitiveness of the youngster for the parent to impart the facts of sex as questions call them forth. But how few of the parents, nurtured in the old school of "taboos," have either the necessary informational background or the ability to give this knowledge in a purely impersonal, unembarrassed manner.

A survey conducted in Maryland by the American Council on Education in 1938 among 13,528 young people ranging in age from 16 to 24 indicated that only three of every 10 youths interviewed had been taught these facts by parents or older relatives. Sixty per cent of the boys and 40 per cent of the girls, irrespective of age or religious affiliations, admitted that what facts they had, often of a perverse and degrading nature, had been given them by their fellows.

It's Up to the Schools

Even the most poorly informed adults are aware of the fact that such enlightenment in the matter of sex is going on in every community even today. This enlightenment, usually far from constructive, is certain to have its effect upon the youths of the community. Under such circumstances only the ones who refuse to see consequences will say, "It's the parents' problem; let them solve it." The school must assume the responsibility of arming youths with the necessary knowledge in order that it may direct and control this powerful, basic instinct.

Why is there any hesitancy concerning the inclusion of sex educa-

tion in the program of the school?

First, there are those who feel that public opinion would condemn open discussion of this subject that has for many generations been on the "must not" list. They fear that if the subject were legitimized by being placed in the curriculum those with morbid points of view and vulgar minds might seize upon this opportunity to express their thoughts with greater freedom before their classmates.

Studies have shown the opposite to be true. Remove the veil of mystery, bring the topic into the light of open discussion and it becomes commonplace. The "undesirables" soon "lose face" when in competition with the true facts.

Second, some are fearful that adolescents might misinterpret the efforts of their instructors with the result that an unwholesome attitude might be developed toward the entire subject. One need only turn to the youths themselves to ascertain that such instruction is earnestly desired and, hence, would be looked upon in the right light if and when it were provided.

Nearly half of our universities and colleges offer some type of instruction of this nature in response to the demands of students. Fifteen out of every 20 youths who were interviewed in the Maryland study were firm in their belief that sex education should be in the school program. Of these, 60 per cent were of the opinion that the high school level would be most productive of good results.

The higher the educational grade level of the persons interviewed the more positive they were that facts of sex were vital to proper, wholesome development. Ninety-five per cent of the youths with four or more years of education beyond the secondary level subscribed to this.

A third argument presented is

that there is too great a diversity in the psychological and physiological status of the pupils. There is the assumption that the old adage "one man's meat is another man's poison" might have real application in the digesting and assimilating of sex facts.

Judge August N. Hand of the U. S. Circuit Court of Appeals of New York once expressed himself concerning these dangers by stating: "The risk of imparting instruction outweighs the disadvantages of leaving them [youths] to grope about in mystery and morbid curiosity and of requiring them to secure such information as they may be able to obtain from ill-informed and often foul-minded companions, rather than from intelligent and high minded sources."

If school administrators are to delay the introduction of sex education until homogeneity characterizes the high school groups the day will never arrive. The ideal situation will never develop.

Reasons Are Inconsistent

The fourth contention, that the subject is of such an extremely personal nature that it can be discussed adequately only in personal interviews—a state impossible of attainment in schools of any size, exposes to view the warped, abnormal judgment of the objectors. These self-same critics would, without doubt, offer no objections to group discussions of such functions as digestion and excretion, both also of a personal nature. Such inconsistency characterizes their reasoning. It is difficult to make many adults see this subject as one that is no longer to be shrouded in mystery and shame. It is imperative that youths do not reach their majority burdened with the misunderstanding or limited understanding of this matter that characterizes so many adults.

A fifth reason presented by the opponents of this movement to forearm youths to meet the problems of marriage and life itself is that parents may object to their children's being exposed to the real facts of sex. Once again we can peer behind the reasoning of these adults and see their unwholesome point of view toward sex. As a matter of fact, it has been found that, with rare exceptions, whenever the subject is introduced the parents, realizing their own inability to cope with the problem, have wholeheartedly endorsed the movement.

As a last resort it has been argued that the subject cannot be taught sanely and scientifically because teachers are not prepared in that field. Of all the objections this has the best basis in fact. However, the past few years have witnessed the introduction in several of our institutions of higher learning of courses aimed at preparing teachers to enter this field of education.

Among the most outstanding of these are Teachers College, Columbia University, the University of North Carolina and the University of Southern California. At the present rate of progress it seems to me that in the near future any administrator who is desirous of having these facts taught can obtain an

adequately trained person to carry on the work.

Now that consideration has been given to the most prevalent reasons for opposing the discussion of sex in school, it behooves us to turn our attention to the contentions of the proponents of the movement. Sex necessarily looms large throughout life, particularly during adolescence. At this crucial time there is the awakening of the reproductive instinct with all its joys and sorrows.

Sex crimes are depicted in the news of the day in lurid details. These stories are read by the teen age boys and girls. Unless they are given sane, unemotionalized advice in the matter of sex, one need not be a master of occultism to foresee the effects of these articles upon their thinking. The morbid and the vulgar will eventually overshadow any other point of view. For the mental health of these youths, if for no other reason, we must see to it that the right attitudes are developed.

To my mind the ultimate aim of all growth, both mental and physical, is to prepare the individual for marriage. The fact that this aim is not always realized does not alter it. The completeness of this preparation is partially determined by the validity of the sex information imparted, the manner in which it is

acquired and the source from which it comes. Such instruction, replete with sound facts and advice, given by well-trained adults in an honest, straightforward manner is the initial step toward a happy marriage.

Studies indicate that far too many divorces are directly traceable to either insufficient or incorrect knowledge as to the vital rôle of sex in marriage. Perhaps if more time and effort were expended in adolescence in mastering the facts of life, less time and money would be consumed in settling marital differences in the divorce courts. Society might even look to a future that is not burdened with the necessity of caring for an overproduction of those who, for various reasons, cannot combat the vicissitudes of life.

The majority of thinking teachers, parents and youths are of the opinion that education along the lines mentioned should be undertaken by the school.

Theoretically, this teaching should have its genesis in the lower grades when the child's mind is questing for facts to answer the question, "Where did I come from?" Practically, this is impossible. The magnitude of the task of training all elementary school teachers to discharge this function properly and effectively precludes its materializing for many years to come.

Much more practical is the contention that high school instructors of biology, hygiene or physical education should include it as an integral part of their courses. Such persons should preferably be married, have a child in the home and be living harmonious married lives. "Book learning" supplemented with experience will lend considerable weight to the suggestions and admonitions of these persons. The statement "I know whereof I speak" will then be no idle assertion.

Although the school is doing an increasingly better job of training the youths of the country to earn a livelihood, it is failing markedly in teaching them how to live free from the contamination of vice and in harmony with the mate he or she has promised to "love and cherish until death do us part." When the public demands that its young people be trained for marriage, as well as for a vocation, we shall find ourselves one step closer to Utopia.

Pageant of the Building of America



More than 150 pupils of Washington-Kosciusko grade and junior high school, Winona, Minn., participated in a pageant depicting the contributions made by the various nations in building America into the land it is today.

Visiting Hours—1 to 3:30 p.m.

THE development of a program of public relations, important as it is in established schools, becomes a paramount objective in a new school. Especially is this true in a district in which the administration and faculty are unknown to the school patrons and in which the services that a modern school can offer have hardly been comprehended.

Grant Elementary School of Trenton, N. J., opened its doors for the first time in September 1940 to serve the needs of a cosmopolitan, industrial section of the city. It replaced two smaller buildings that had been abandoned after more than sixty years of existence. Clearly before the faculty was the need of acquainting the community with the enriched program which the excellent instructional facilities and the enlarged school plant now made possible and advisable.

Essential to any good program of public relations is a good school, one whose services to the group and to the individual pupil can stand creditably under the close scrutiny that any successful public relations' program necessitates. In a new school, however, the building of an adequate comprehensive curriculum and the projecting of an enlightening public relations' program must proceed concomitantly.

No program of public relations can make a satisfactory impress upon a whole community unless it includes a large number of devices and practices, each calculated to reach certain segments of the population and designed to achieve predetermined objectives. The program must reach, enlighten and obtain the cooperation of pupils, parents and those adults in the community who are childless or whose children do not attend the school.

During the year the faculty of Grant School initiated most of the more familiar public relations' devices. A newspaper was started; class teas were held; homes were visited; a parent-teacher association was organized; study groups were held in the schools under the auspices of the

THOMAS E. ROBINSON
Principal, Grant School, Trenton, N. J.

faculty; bulletins were issued with the report cards explaining curriculum practices (such as the principles underlying prereading instruction, beginning reading instruction and intermediate-grade reading instruction); numerous conferences were held with parents; letters were sent to parents whose children had

one that is not mentioned in the preceding paragraph. It was the practice of inviting to the school for an afternoon's visit five adults in the community. The purpose behind the practice was to show to the visitors a typical half day's instructional program without benefit of dressing or embellishment; to permit them to estimate the success of the school's teaching procedures, and to provide an opportunity for the principal to

How a new school made friends with the public

Dear _____:

Knowing your interest in the children of Grant School and in the educational opportunities offered to them, the faculty of Grant School cordially invites you to visit with them on Thursday afternoon, October 14, from 1:00 to 3:30 o'clock. Four other adults have been invited. During the afternoon we shall take you into as many classrooms as time permits, for as long a time in each as you care to stay. We shall probably see the instruction in all grades and in all types of subjects. We shall be glad to explain any parts of the program about which you may wish to question us at the conclusion of your visit.

Our purpose in inviting you, of course, is to develop a greater understanding among our patrons regarding the work we are doing and to solicit their help in improving the services we are offering to children.

If you are able to attend Thursday, please return the attached form to me and we shall await what we believe will be a mutually profitable visit.

Sincerely yours

Principal

performed outstanding tasks, as well as to those whose children failed to utilize school services satisfactorily; exhibits and auditorium dramatics drew interested parents; releases were sent to the local newspapers, and an effort was made to make contacts between parents and school courteous, helpful and convenient.

Of all the devices used, however, the most effective was undoubtedly

interpret to them the reasons underlying each instructional practice.

A week before the actual visit the letter shown was sent to each of five adults.

Usually, the visitors on any given day included four parents and one community leader. The neighborhood clergy were among the first community figures invited. Then followed leaders of welfare agencies,

members of community organizations and members of the school community who had no children in school. By the end of the school year more than 120 parents had availed themselves of the opportunity, in addition to 30 other members of the community. Toward the end of the year people began to telephone for the privilege of participating.

The procedure of a typical visit was as follows:

1-1:30. The principal welcomed his guests, introduced them to one another and gave a preview of what they were going to see. He stressed the fact that in each class there would be a heterogeneity of interests, abilities and progress and that the teacher's procedure must be examined in the light of this situation. Often the visitors asked questions at this time. On several occasions, because of the type of question asked, the questioner was asked to hold his query in abeyance until the conclusion of the visit.

1:30-3:30. The visitors in a group, accompanied by the principal, observed activities in the classrooms. Usually, the group began with the kindergarten and worked up through the sixth grade to acquire a perspective of the continuity of instruction. In each classroom the principal explained quietly the procedures in

progress, the philosophy behind them, the facilities in use, the background of the bulletin board exhibits, the scientific construction of the textbooks (specifically, the vocabulary burden, word repetition and controlled concepts) and the use of the library table. In short, the principal explained freely any practice that interested the visitors and some essentials that escaped them.

3:30-4. At the end of the school session, the group met in the library, where tea and cookies were served by one of the classes. After new questions had been answered and the afternoon's observation summarized, the principal inevitably asked one question: "What recommendations would you make toward the improvement of this school?"

Contrary to expectations, the principal's question, during the course of the year, failed to elicit many concrete suggestions. The minds of the visitors seemed filled with the richness of the program, which appeared far to surpass their expectations. Almost invariably, the comments were: "I have nothing to suggest. I think your school is doing an excellent job. I had no idea the school was like this."

The infrequent criticisms that were made almost without exception dealt with innovations that would

increase the tax outlay. Of these the commonest was: "You should have a full-time rather than a half-time nurse." Such comments were always related by the principal to the problem of the board of education and the superintendent in financing such improvements. "Then the tax burden should be increased," was the usual response to this explanation.

Usually a trio of teachers, changing in composition each week, was invited to sit in with the group after the period of visitation was concluded. They helped to explain any practices that provoked questions and were of assistance in spreading information regarding the visitors' reactions to other members of the faculty.

Among the secondary results perceived from the weekly visitation period were the following:

1. The teachers and pupils gradually became accustomed to visitors and acquired a poise that was a valuable asset in a new school in which professional visitors made frequent appearances.

2. The visitors gained a sudden realization of the magnitude of the teacher's task and a wholesome respect for her professional abilities.

3. The pupils, without any exhortation, became gradually aware that *they* were the school that the visitors were observing and that upon them and their actions depended the evaluation the visitors placed upon the school program.

4. The school patrons became aware that the school was more than a "show" place. As one parent put it: "I have been invited innumerable times to attend dramatics, teas and exhibits. I have seen multitudes of end products of teaching. But until today I have never been encouraged to go behind the scenes while the end products were being created."

One reason for the success of a visitation program is that no preparations are made. The visitors observe the usual work. They see reading, writing and arithmetic skills in the process of growth. They see projects in their intermediate stages. They hear pupils discussing social studies' problems. They see a free discipline that far surpasses in effectiveness the conception of discipline that they have long held. They see pupils and teachers working together in a community of purpose.

Dear Junior High Parent

This is a note to parents about homework. Students and teachers like our plan of supervised study. Parents like it because they rightly feel that our teachers are teaching rather than hearing recitations which the home prepares. We make no claim of eliminating all homework, as have many excellent schools, but we do aim at having "prepared work" done much better, attaining higher standards of school achievement. This is accomplished by having each class period one full hour in length. The first part of the period is given over to recitation or to the assignment of the next lesson. The second part is used by the student in study, and the teacher makes it a business to assist where and when help is needed. The classrooms and school library are equipped with necessary textbooks, reference books, encyclopedias and other study materials not commonly found in most homes.

In the seventh and eighth grades it should not be necessary for those who have worked honestly to devote much time to home study. In the ninth grade students should set aside about one hour every evening for uninterrupted study. A slight shift in organization

pertaining to the "chores" about the house may be needed.

Parents may well beware the danger of doing the child's work for him. They should be mindful of the fact that it is not *what they* do for the child that gives mental and emotional growth, but what they get *him* to do for himself. Let us suppose that ten problems have been assigned to the pupil to solve at home. To secure a solution of these problems is not the school purpose. They have often been solved a thousand times or more. The purpose in assigning these problems is to give the pupil the growth that comes from working them out. If somebody does them for him, he is robbed of the chance to get just so much benefit. He may need some help but the wise parent will take care to give only suggestions that will enable him to take the next step by himself.

Some suggestions to students about homework have been included on page 26 of the Junior High Handbook which has been issued to all our pupils.

Sincerely yours,

CHARLES S. JOHNSON,
Principal

This letter was sent to parents of junior high school pupils at Port Washington, N. Y., to explain the "why's" of homework and suggest ways in which they could help the pupils make their homework of real value.

SCHOOLHOUSE

Planning

POSTWAR CONSTRUCTION • ACOUSTICS • AUDITORIUM TREATMENTS • REMODELING

Planning Comes NOW

SCHOOL building construction tends to parallel the business cycle. It is not difficult to understand why school boards and administrative officers follow this general pattern. When economic conditions are "bullish" we enjoy prosperity—labor is busy, heavy materials are moving and the general psychological conditions are favorable for building. Under such conditions it is comparatively easy to float bond issues for school plants. On the other hand, when general economic conditions are "bearish" the public mind is set against increasing expenditures and obligations.

Most school systems need new buildings because of inadequacy, obsolescence, shifting population and school reorganization. Therefore, school administrators usually succumb to the popular will by floating bond issues and building school plants on a high construction market. A bullish market may be a good psychological time to build, but it is economically unsound. School administrators should influence public opinion and not just ride on the wave of an unsound popular practice.

During boom periods money is "cheap" and construction costs are high. If we issue bonds for school

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construction during such periods, we further inflate construction costs and these bonds must be retired as the

business cycle swings downward. Thus, taxpayers are required to retire and service bond issues with "dear" money.

The accompanying table and chart show a generation of unsound school

A Generation of School Construction in Relation to Attendance and Costs*

Year	Capital Outlay		Average Daily Attendance		Construction Cost Index
	Amount	Index	Number	Index	
1904.....	\$ 49,553,269	59.2	11,318,256	83.1	87.4
1906.....	60,608,352	72.4	11,712,300	89.0	95.1
1908.....	73,640,408	88.0	12,154,172	89.2	97.2
1910.....	69,978,370	83.7	12,827,307	94.2	96.3
1912.....	78,018,967	93.3	13,302,303	97.7	90.7
1913.....	83,605,705	100.0	13,613,656	100.0	100.0
1914.....	91,606,460	109.5	14,216,459	104.9	88.5
1916.....	103,507,315	123.8	15,358,927	112.8	129.5
1918.....	119,082,944	142.4	15,548,914	114.2	189.2
1920.....	153,542,852	183.6	16,150,035	118.6	251.2
1922.....	305,940,965	365.9	18,432,213	135.3	174.4
1924.....	388,469,143	464.6	19,132,451	140.5	215.3
1925.....	433,584,559	518.6	19,767,815	145.2	206.6
1926.....	411,037,774	491.6	19,855,881	145.8	208.0
1928.....	382,996,156	458.1	20,608,352	151.3	206.7
1930.....	370,877,969	443.6	21,264,886	156.2	202.8
1932.....	210,996,262	252.3	22,245,344	163.4	156.9
1934.....	59,276,555	70.9	22,458,190	164.9	198.1
1936.....	171,321,674	204.9	22,298,767	163.8	206.6
1938.....	238,853,496	285.6	22,298,200	163.7	235.7
1940.....	254,720,000	304.6	21,980,123	161.4	241.9

*The construction cost index is taken from the *Engineering News Record* and is calculated by calendar years. The capital outlay and average daily attendance figures are taken from the U. S. Office of Education's "Statistics of State School Systems" and are calculated for the school years ending in June. The indices are based on 1913.

plant financing. It will be noted that the average daily attendance of the public schools of the United States gradually increased until about 1932 when it leveled off. Construction costs during the same period were extremely erratic. In general, the expenditures for capital outlay for schools have paralleled the cost curve, with a two year lag at critical points. Since it requires about two years from bond elections to actual construction expenditures, it may be seen that we have voted bonds on the top construction markets and avoided bond issues when costs were low. The upswing of school construction following 1935 was not a result of school officials' taking advantage of low costs in the early '30's but of federal aid.

Long-range school plant planning in the future will do much to correct the uneconomical practice of the past generation. If adequate data are available pertaining to the need, location, type, size and plan of school plants, the administrator may, except for emergency construction, wait for a favorable construction market. If this plan is followed, the capital outlay dollar will buy more building and the expenditure of pub-

lic funds will help ease the sag of material and labor markets during the next lean period. Short-term school construction bonds can be retired as the business cycle swings upward on its next crest.

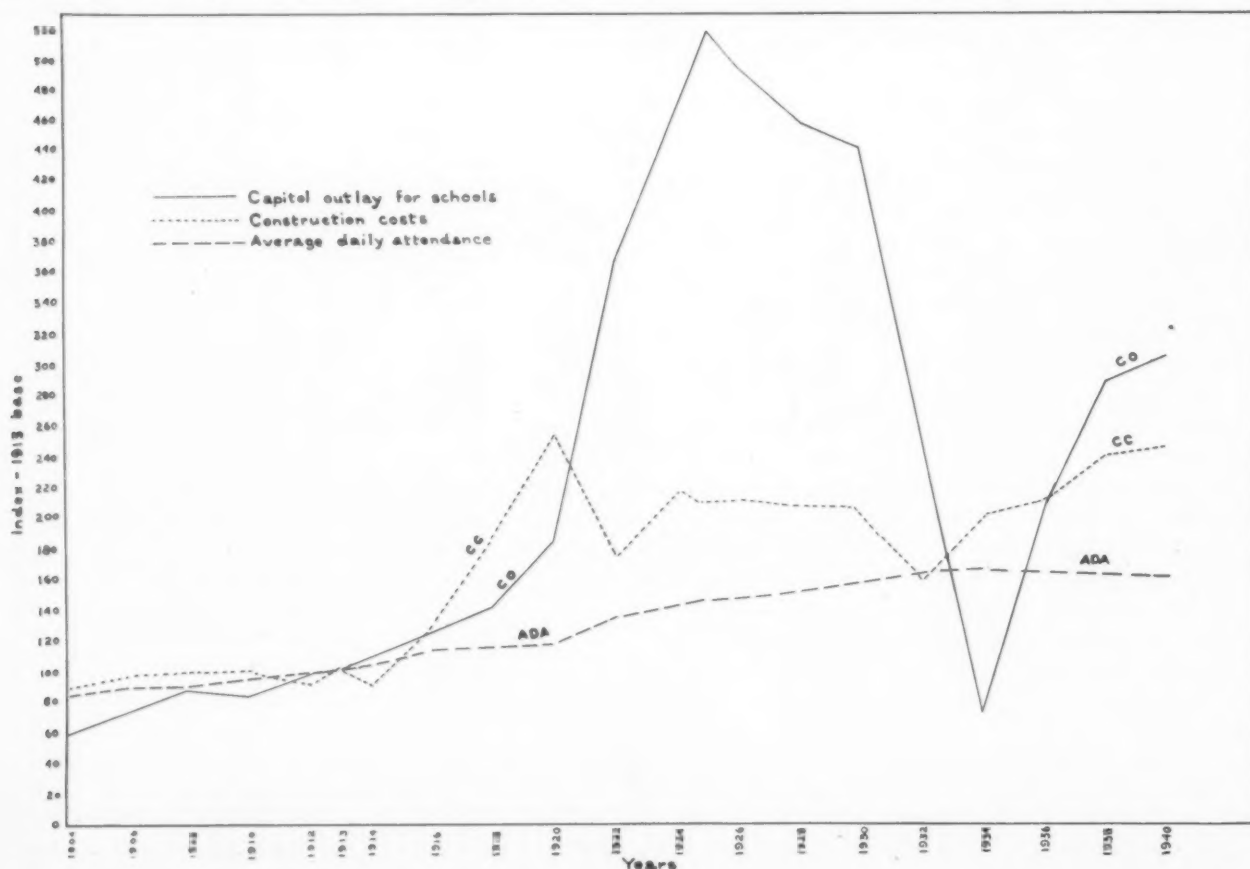
The next few years will be one period in our history in which high construction costs will not be accompanied by general school building programs. Because of restrictions on critical materials few school buildings will be erected during the war period except those that are authorized and financed in part by the federal government to accommodate increased enrollments in defense areas. In all probability, the postwar period will see a considerable school building boom arising from three important factors: (1) catching up with postponed construction; (2) reshifting of population, and (3) a new emphasis on vocational and adult education.

Unless local, state and federal officials prepare a long-range plan during the present restricted school building period, the postwar period will create another emergency building program with its inevitable waste. Now is the time for scientific, long-range school plant studies con-

nected with and based upon economic, sociologic and educational surveys. When the next school building boom breaks we should be ready with specific plans including locations, types, sizes and facilities.

Congress should authorize and appropriate funds for long-range school plant studies by the state departments of education under the general direction of the U. S. Office of Education. Failure by the federal government to provide for such studies will not relieve the state departments of education of their responsibilities. If state educational authorities do not have the vision to assume the leadership and support of long-range school plant studies, local educational officials should take the initiative.

The business cycle may never be smoothed out, but its extremes can be softened. Emergencies may never be avoided entirely, but we can be prepared with a plan for meeting them. The postwar period will find us with a shortage of school buildings, a stagnant building materials market and critical unemployment. Now is the time to plan local, state and federal public works programs so that postwar construction will be both intelligent and economical.



The Question of Acoustics

TWENTY years ago, the first acoustical material to be used by the Cleveland board of education in a school building was installed in a single auditorium. Slightly over a year ago, an elementary school, a junior high school and a high school were completed and all three were acoustically treated throughout. During those intervening years, various areas in several school buildings were treated with sound absorbing materials. Today, 68 of Cleveland's 154 organized school plants have acoustical treatment in one or more areas.

As a result of this experience, it is common for us to receive such inquiries as these:

What place in the average school building has your experience shown to be most important in the matter of acoustical treatment?

How would you list other areas in the order of their importance? How did you arrive at the 1-2-3 order of this classification?

What is your experience in the maintenance of acoustically treated areas?

What are the outstanding differences between the newer materials and the older types of 10 or 15 years ago?

How far does acoustical treatment go in improving annoying conditions resulting from necessarily noisy rooms when those rooms are not isolated from other classrooms?

In erecting a new building what areas for treatment do you consider in the category of *must—marginal—unnecessary*?

Perhaps the most satisfactory course to take in answering some of these questions is to touch, chronologically, the highlights of our experience. But first, bear in mind that two basic conditions are sought through acoustical correction, *i.e.* improved hearing conditions and a definite reduction of noise.

The problem in auditoriums and music rooms is, of course, to improve hearing conditions. In classrooms, shops, home economic rooms, type-



Corridors are natural noise centers. This acoustically treated ceiling subdues noise and helps to protect adjacent classrooms from disturbance.

JAMES F. BROWN

Director of Schools, Board of Education, Cleveland

writer rooms and general offices, the problem is a combination of improved hearing conditions and noise quieting. In play areas, gymnasiums, lunchrooms, cafeterias, corridors and machine shops, the problem is definitely one of noise reduction.

Our first installations were auditorium jobs. Since there is no question today of the desirability of acoustical treatment in the auditorium, we can dismiss the subject at this point. With rare exceptions, the acoustical engineer is now able to predetermine and create the desired acoustical performance of an auditorium, both in music and speaking. The only real interest for us regarding acoustical materials in the auditorium arises from the improved materials, their permanent efficiency and less costly maintenance.

The next installations were in the boys' and girls' play courts in an elementary school. This came in 1924 and was, of course, a specific treatment to reduce noise.

In 1927 the gymnasium, assembly room and music room of a junior high school were treated. The following year saw a cafeteria added to the list in another junior high building. Two years later a dishwashing room was acoustically treated and in 1931 bandrooms, a lunchroom and a study hall expanded the list of rooms being corrected.

The first classroom was treated in 1931. This was in a high school building. General offices, radio transmitter room, shops and corridors followed swiftly as areas in which acoustical materials should be installed.

We are sometimes asked who determined the areas that were to be treated—the business director, the superintendent, the principal or the architect. A specific single answer to that question is not possible. Responsibility in the Cleveland school district is divided among three departments: business, educational, financial. The board of education employs



A sound conditioned classroom at William Dean Howells Junior High School, Cleveland. In rooms that have been acoustically treated, ordinary noises do not build up through reverberation to levels that cause pupils to be distracted from their studies.

its own architect and at times employs outside architectural services so that, all in all, there is a closely knit, cooperative group to decide upon the solution of such school plant problems.

A list of building standards has been compiled over the years which is the basis for the general construction specifications. It is significant that in recent years when economy forced changes in original plans, no deductions were made from the acoustical specifications.

In stating an opinion as to the most important areas to be considered for acoustical treatment, it is not surprising to find that our conclusions today do not parallel the record of installations. From the standpoint of the highest noise centers in a school building, our experience is probably no different from that of most other school districts. Today, I would list them in this order: cafeterias, corridors, shops and classrooms.

If pressed to say which one area should be considered first, if treatment was possible in only one spot, I would favor corridors although these were the last to be added to our own

list. I am thinking now in the terms of the one noise center that has the most disturbing effect on activities throughout the entire building.

In designing new buildings, the old custom of center stairways is generally, though not always, avoided. Stairway locations are placed so that the central gathering place between classes is eliminated and pupils are quickly dispersed at dismissal. This improved plan aids materially in reducing corridor disturbances.

Only our early installations have incurred any unusual cost. Those installations were felt and membrane treatments. As each painting reduced the acoustical properties of the material, several of these installations must now be replaced since none of their original efficiency is left. Other than this there has been no maintenance problem. We have adopted rigid specifications during the past few years covering the paintability of acoustical materials.

In 1928 the first perforated tiles were installed. This material can be painted and repainted indefinitely without losing its sound absorptive capacity and involves no maintenance cost that would not apply to

any ordinary surface. Perforated acoustical tiles have been specified and installed in many of our new buildings and additions erected since 1931.

To all of us who plan and maintain schools, safety is an ever-present problem. With the thought of the children's safety in mind, it has seemed wise to write more rigid specifications covering the attachment of acoustical tiles to ceilings. When our last 18 buildings and additions were built we required all tiles to be mechanically fastened in some approved manner.

In 14 of these new units each one of the acoustical tiles was fastened by means of four screws, with one screw countersunk in each one of the corner holes. A small screw driver is the only tool necessary to remove tiles or install them; therefore, repairs or changes are easily made by our custodians or regular maintenance men.

While sound transmission and reduction of noise within a given room by sound absorption are two distinct phases of general noise quieting, we have had some instances in which one treatment served both purposes.

In some of the older buildings no provisions were made for more recent activities, such as shop work and manual training. Consequently, when these were introduced no isolated rooms were available for them. In some instances, quieting the room itself also cut down the disturbance caused by these activities in adjoining or surrounding rooms.

A good example is a metal working shop in one of the older high school buildings. In this room not only was it difficult for the instructor to carry on his work because of the high noise level resulting from work carried on at the benches, but the sound passed through the ceiling into the room above, interfering seriously with the classes held there. After the ceiling of the metal shop was acoustically treated, the annoyance in the room above was eliminated. Whether this was due to a direct cut in the sound transmission by the new material or whether the previous higher noise level within the untreated room caused the noise to seep into the room above through other channels, as well as through the ceiling, I cannot say.

We have been careful not to confuse sound quieting with sound transmission problems. When both have been solved with the one treatment, we take it as a stroke of good fortune.

In the newer buildings, such noise centers as shops and cafeterias are isolated from classrooms as well as possible in the original building design. Ducts and vents are considered as separate problems and treated according to needs.

A long-range program of acoustical treatment for the old buildings is now contemplated. In those buildings in which the plaster on the ceiling has loosened, it is removed and the surface is cleared and prepared for acoustical material, which is to be installed as finances permit. In this manner, much of this modernization work can be accomplished at little more cost than repairing or replacing the original surface in the natural course of building maintenance.

In the new buildings in which acoustical treatment was included as a part of the estimate for total construction, it was found that treat-

ment throughout the building averages about 2½ per cent of the cost. A fair question is, How is this additional cost returned? Does it come back through more rapid progress of the pupils, through better understanding of the pupils, through improved behavior or through better health? These queries fall outside of the business director's field. Only the superintendent and the teaching staff are qualified to give a definite reply. However, I do receive comments now and then that shed some light on the matter.

For instance, the instructor in charge of the metal shop mentioned previously also taught this class before the room was treated for noise quieting. He states that the lessened noise level has brought about a definite improvement in the pupils' work and has made his instruction more effective. It is easier to speak and easier to hear while bench work is being carried on.

A sewing teacher who came to teach in one of the newly treated buildings from an older one says that she immediately noticed less afternoon fatigue on her own part, that she finds it easier to keep order and, most important of all, she has

noticed a distinct change in the character of the pupils' voices and conversation. She observed that after years of teaching classes of the type where conversation could not be prohibited, she had begun to wonder if children could talk without shouting. After a few weeks in the acoustically treated room, she realized that the tendency to shout on the part of the youngsters was simply due to the fact that they wanted to be heard. The reverberation in the old untreated rooms intensified sounds, encouraging them to shout. When the necessity for shouting was removed, they stopped of their own accord.

Psychologically, we still have much to learn about the actual effects of noise. But observation over twenty years of experience in sound conditioning has demonstrated to the Cleveland school administration that there is a definite practical value in noise quieting in the school building.

No summary of our experience and conclusions in acoustical treatment for the school building could have more point than the fact that we have grown from a single auditorium treatment to complete building treatment in two decades.

Tulane Tries Out a Whittling Bench



The "whittling bench" at Tulane University where students can carve their initials and various tender sentiments without ruining the furniture.

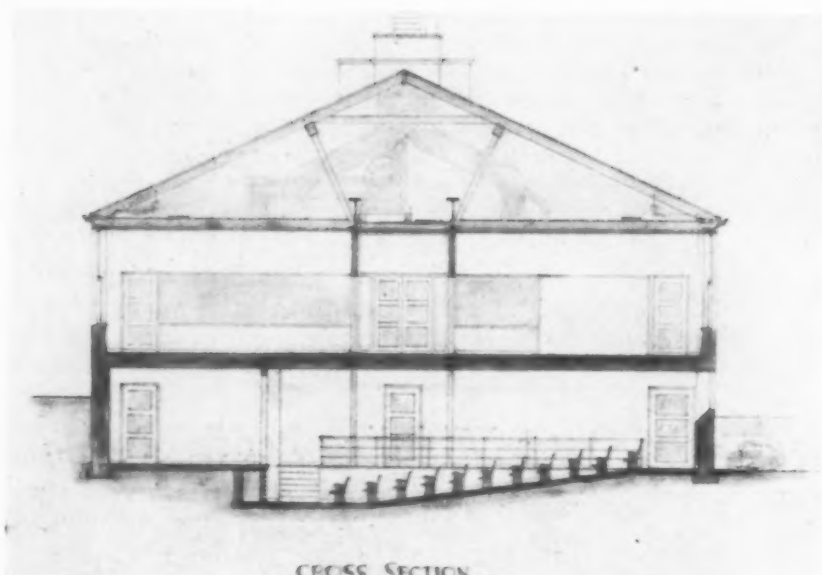
At No Extra Cost

PAUL F. NOCKA

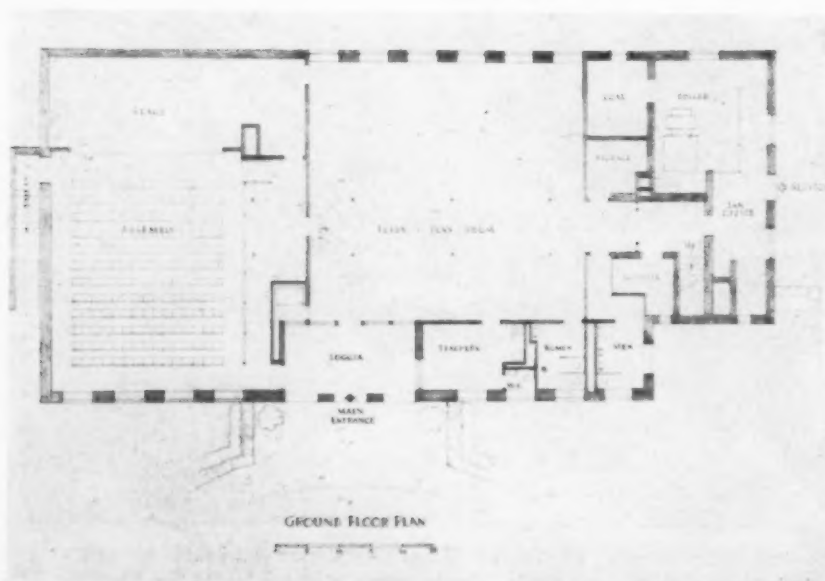
Markus and Nocka, Architects, Boston



THE HIGH STREET ELEMENTARY SCHOOL
WEST MEDWAY - MASSACHUSETTS



CROSS SECTION



GROUND FLOOR PLAN

DELVING into the economics of two story and basement *versus* one story and basement buildings, the architects of the six grade elementary school at Medway, Mass., discovered that the cost of the two was approximately the same, notwithstanding the fact that the basement space in the one story scheme was considerably larger.

Working from this point it was reasoned that if in some way an auditorium could be worked into the basement space, it could be added to the program at little increase in cost. Actually, both the auditorium and its equipment were made possible at no increase in expenditure. Three factors generally preclude the use of basement space for an auditorium: (1) limited clear ceiling height resulting from deep overhead beams necessary to span an auditorium; (2) the esthetically disturbing maze of heating pipes that would obstruct vision if they are to clear the beams and have their proper pitch, and (3) condensation in summer caused by contact of the cool ground with floor and walls.

To overcome hurdle No. 1, the auditorium was placed at 90 degrees

Top: The building is constructed around a central loggia. It has granite base walls with glass blocks in openings; brick walls above perforated with brick grilles for fresh air intakes; wood windows and trim, and black slate roof crowned by a cupola for ventilation exhaust. **Center:** Cross-section showing how adequate height is achieved in the auditorium by means of suspended ceiling construction and flush type of lighting. **Bottom:** The lobby-play space is entered through the loggia. To the left is the auditorium, which is designed for both school and community use. The rest of the floor space is occupied by a teachers' room with kitchenette and by public toilets, storage space and boilers.

to the corridor above and the two bearing corridor walls were supported by suspension from girders in the attic space, thereby permitting the auditorium ceiling to be perfectly flat.

The second objection was eliminated by running the steam mains in the attic and dropping down to the radiators and unit ventilators. Through this procedure, it was possible to lower the basement ceiling from the contemplated 10 feet to 8 feet 5 inches. This dropping out of 19 inches in basement height saved approximately \$2000, or enough to furnish seating and stage equipment for the auditorium.

The third difficulty was overcome by furring the outside walls with cinder block and using a hollow tile for the floor to insulate against ground temperatures. Incidentally, rather than run the heating returns in trenches covered by the usual annoying cast iron plates, the hollow tile was used to bridge the trenches. When pipe maintenance becomes necessary, it was decided, a few tiles at intervals can be broken out and replaced at relatively small cost.

Owing to the advantageous use of the sloping site, an entrance loggia

for this floor at grade level on the low and street side provides an undercover entrance for children in inclement weather. A teachers' room, opening off the play area, is equipped with a kitchen unit for community, as well as school lunch, use. Ac-

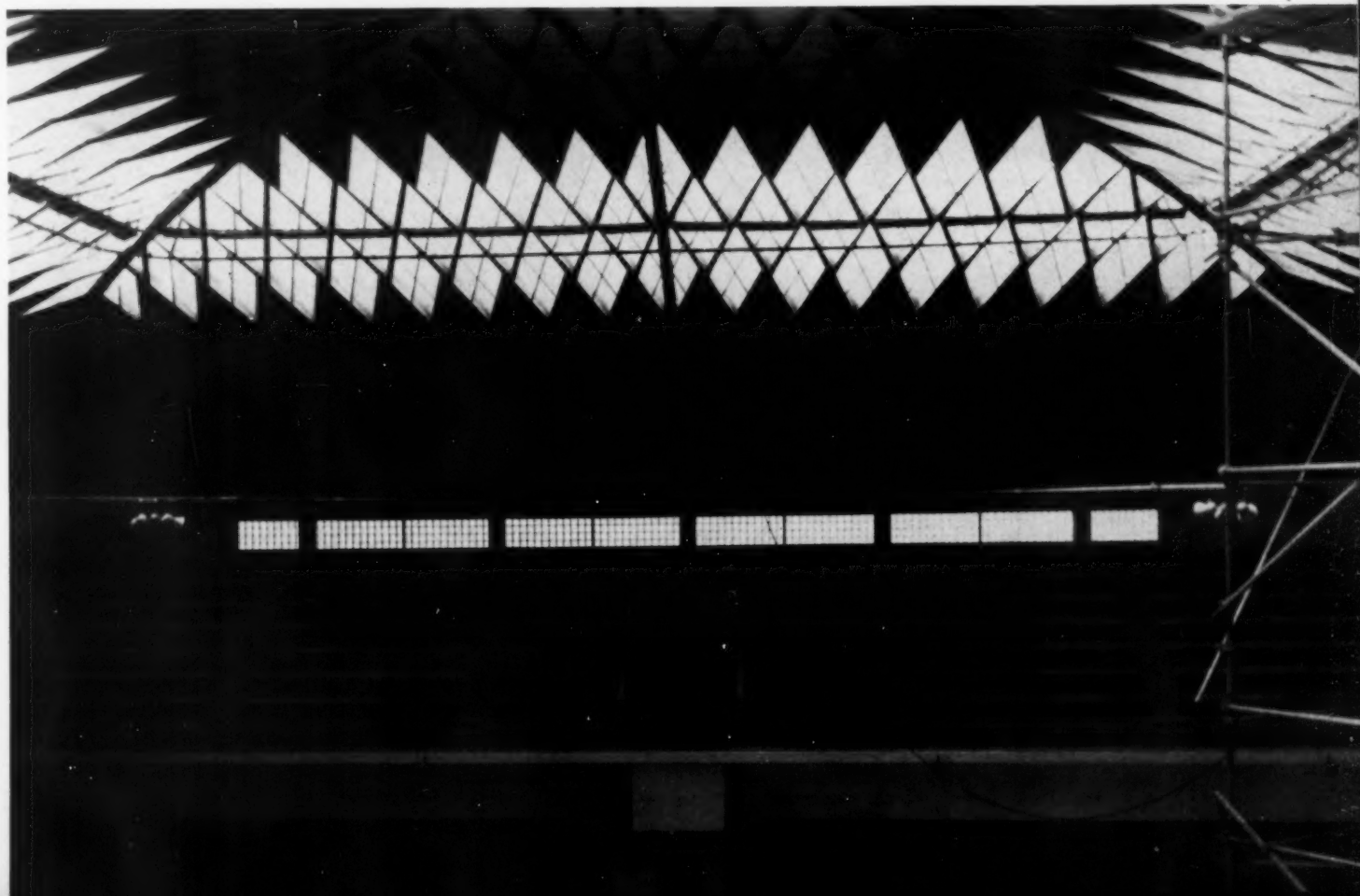
tually, the basement is thus transformed into a ground floor, the play space becoming a large lobby that serves the school proper and the auditorium, an arrangement that is especially convenient for use by the people of the community.

New Type of Roof Construction

EARL MINDERMAN

Division of Information, W.P.A., Washington, D. C.

Interior view of the gymnasium-auditorium constructed by the Work Projects Administration for the Union High School at Phoenix, Ariz. Of first importance among various unusual features of the building is the domed roof which rises to a height of 57 feet above the floor and covers the 14,000 square feet of gymnasium floor without any columnar supports. A patented process, the laminated truss arched dome roof rises from all four walls and is made up of many precut pieces of 18 inch timber held together with bolts. It covers a roof area 144 feet square and weighs an estimated 500,000 pounds, with the entire weight resting on especially designed reenforced concrete beams along the top of the four walls. The strain is equalized by long 2½ inch bolts. The outside covering of the dome is sheet metal, except for a large area around the periphery which contains a skylight system of diamond shaped metal frames and double panes of wire glass to admit ample daylight. Floodlights provide night-time illumination, and a movable monorail car suspended underneath the dome permits the maintenance staff to make repairs on the skylight and to replace the floodlight bulbs. The laminated truss arch was installed by private contract and is said to be one of the largest of its type ever constructed in the United States.



Modernizing Solves the Problem

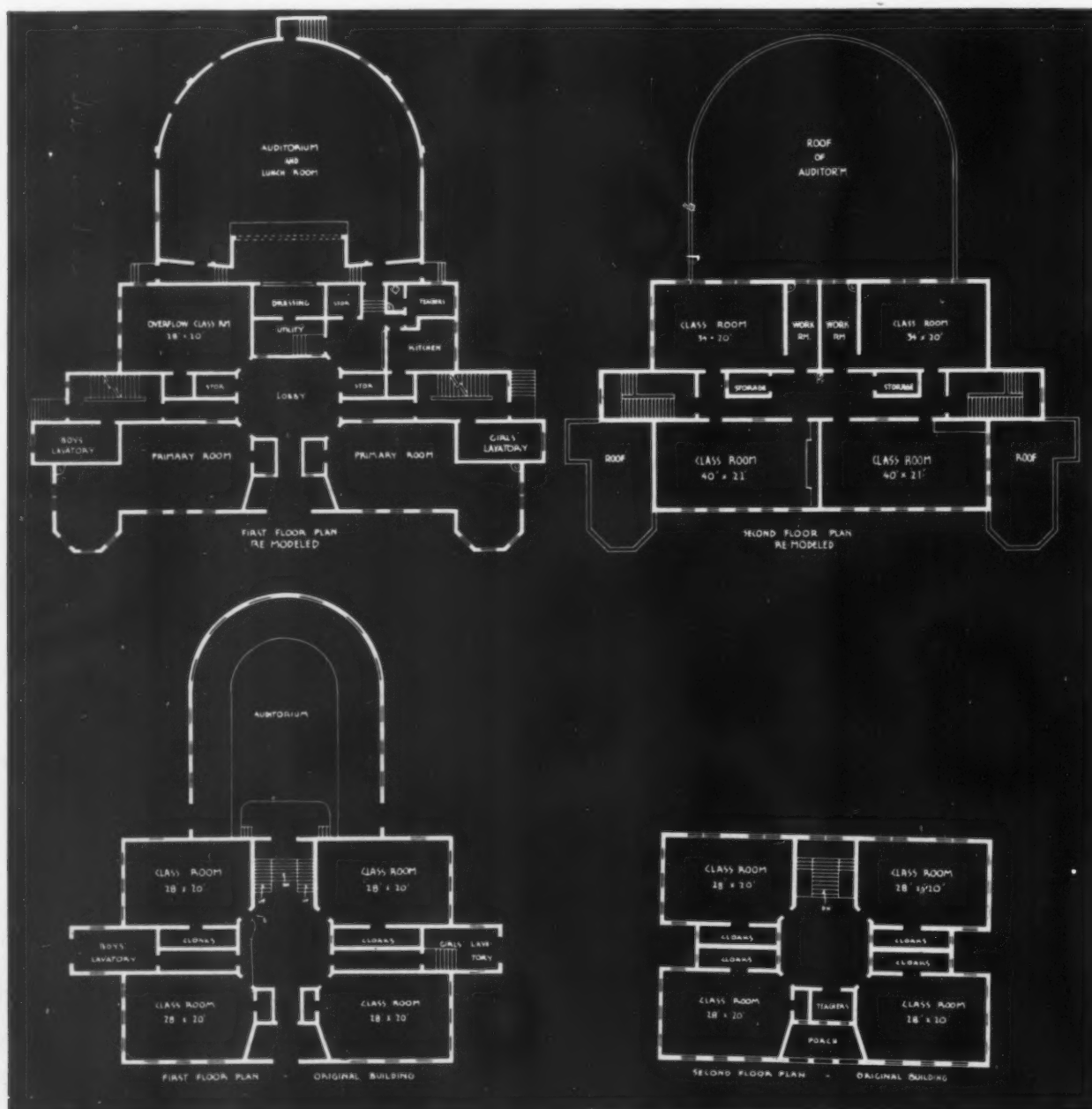
L. D. HASKEW

PLACE: Monroe, Ga.
POPULATION: 5000.
EXISTING ASSETS: Substantial walls and framing. Cubic content sufficient to meet demands. Well-landscaped property.
EXISTING LIABILITIES: Inflexible architectural design. Fire trap caused by stair well and lobby in center. Lack of toilet facilities. Small rooms. Dangerous and dirty heating system. Poor classroom lighting.
REQUISITES: Much larger rooms for the seven classes expected. Absolute protection against fire hazards. A reasonable degree of beauty and a more "homey" atmosphere. Adequate toilet facilities. Provisions for preparing and serving lunches. A serviceable auditorium for school purposes.

Coordinator
 Division of Teacher Education
 Emory University, Emory, Ga.

COMPARATIVE COSTS: Modernization project would cost approximately \$22,000, including new furniture, compared with new building estimated cost of \$38,000, using cheaper types of construction.

SOLUTION: Modernization project including two small wings added to primary rooms on first floor; fireproof stair well to second story; some windows bricked up, others let in; auditorium completely reconstructed; two adequate washrooms and toilets; new heating plant; new hardwood floors; partitions moved; old plaster removed and replaced by new plaster on gypsum laths for walls and by fiber board for ceilings, which were lowered; new electrical wiring system; adequate storerooms and built-in cabinets; exterior painted.



Democracy at Work—

Policy Making *v.* Policy Execution

IN RECENT years numerous discussions have appeared dealing with various aspects of democratic school administration. These discussions vary in their concept of democracy in education from the limited pseudo-democracy under rigid authority to the complete sharing of all purposing, planning and operating of the schools. Doubtless, the different writers are approaching the problem from different points of view and may sometimes state identical concepts in different terminology. The result, however, is often confusing and does not add greatly to the clarification of the basic principle of school administration.

Public Has Final Authority

Let us begin with the structural pattern of public education as it exists today. The ultimate source of authority is the people of the state. Education is a state function. The standard of schools maintained by any given community is not the responsibility of that community alone but is the concern of all the people. Education cannot be left entirely to local groups to plan and manage as they wish. The people have formulated certain broad educational policies and have written them into their organic laws—the state constitutions.

The representatives of the people in the state legislature enact school laws under this mandate and within the bounds set by this and other constitutional provisions. The school laws are broad policies with respect to the structure and operation of the schools. They also provide for the further delegation of the authority to establish and conduct schools. The legislature enjoys a wide range of freedom in the exercise of its functions with respect to education, although it must operate within certain broad limitations.

One important structural feature provided by legislative enactments is the creation of agencies of statewide jurisdiction—state boards and state departments of education, and agen-

WALTER C. REUSSER
Director of School Administration
University of Wyoming

cies of local jurisdiction—school districts and local boards of education. To each of these agencies is delegated the authority to plan and execute policies with respect to certain aspects of education. Always they must restrict their activities within the bounds set by the higher authority, *i.e.* the people of the state.

The local communities represented by their boards of education, for example, have no inherent rights in the control of their schools; they are only an arm of the public. It is significant, however, that in most of the states a wide range of freedom to formulate and execute educational policies has been granted to these agencies. They formulate policies in somewhat greater detail than does the state but delegate the actual work of administering the schools to a superintendent and his professional staff.

Where Policy Making Begins

At this point of the educational structure many discussions of policy making begin. The administrator of a school may ignore the fact that the ultimate source of authority lies outside the school and that the professional staff is responsible to the public body, local and state. This responsibility is essentially a part of the structure and operation of our democracy and places no inherent limitations upon the schools that accept the democratic philosophy.

Within the administration of the school we must distinguish between policy making and policy execution. It is here that we find different concepts of these two aspects of administration.

It is generally agreed that policy making or the defining of purposes is a function in which all persons of the school should share. This state-

ment taken alone, however, is not very helpful because it is not specific enough to enable teachers and administrators to put it into practice. A clear statement is needed of the areas and of the functions in which each group may advantageously participate in policy making.

Two conditions must be observed. First, the background of experience, the needs and the levels of maturity of the various persons in the school differ and must be taken into account. Each person must make his contribution to policy making from his own point of view. He cannot be expected to do more. His contribution will be in the areas of his own immediate interests and activities. It is well, however, that each person should see the purposes and principles of the school from a broader point of view than his own immediate interests.

Must See Program as a Whole

In many schools pupils have been participating in planning their own activities but have often failed to see these activities in relation to the entire school program. Teachers will make their greatest contributions in the fields in which they have been especially trained. But over and beyond this, their contributions will be more valuable when they view as a whole and participate in the entire school and community program.

The second condition to be observed has to do with the authority that lies outside the school. It is obviously a waste of time and energy to permit teachers to participate in the making of policies that have already been determined by the board of education and state statutes or by other external authorities. It is, likewise, unprofitable to permit pupils to engage in the making of policies that have already been determined by society. Their activities in such areas should be confined to the study of the social structure, the operation of social institutions and their adjustment to them. Neither one of

these two conditions imposes a real limitation on the policy making of the school. Both are in harmony with democratic purposes.

An important phase of policy making is that it be genuine, that those who cooperate in the setting up of purposes and practices are actually changed by the process. Through the exchange of ideas and the assimilation of differences in points of view a recognized and accepted group purpose should emerge. This cooperative process should include school administrators and specialists, as well as classroom teachers and pupils.

Genuine group purposes and plans may emerge from cooperative efforts, even though the ultimate authority in education lies outside the school. In the democratic process this authority, the people of the state, is a part of the policy-making group even though it may be removed from the immediate school personnel. Cooperative planning cannot be achieved in a school when the superintendent sets arbitrary limitations to policy making. Members of the group soon learn what he wishes and their own initiative and resourcefulness are stifled so that they merely echo his views.

Policy execution is that phase of administration that has to do with the selection of ways and means of putting the adopted policies into operation. There are two aspects of policy execution, the educational and the managerial. When we consider policy execution as an educational device—as a part of the teaching-learning situation—it then becomes essential that pupils and teachers participate in this phase of administration.

An example of this is the classroom situation in which pupils have planned their own programs and activities and are now ready to carry out their plans. Failure to participate in the execution of their own plans and purposes would be a denial of an educational opportunity for the pupils.

Freedom to plan and to execute their plans has been widely granted to teachers in matters concerning their own classrooms and activities. This opportunity has not been so generally recognized when policies involving the entire school are concerned. In many cases teachers and other groups would be capable of greater participation in policy execution than is granted them. As an educational device this would often

prove beneficial to them and would serve to distribute responsibility more widely among the professional staff.

The managerial aspect of policy execution is a somewhat different matter. Here we must recognize the levels of maturity, the experience backgrounds and the abilities of the various participants. Management must be carried on in ever-widening circles, that is, there are areas in which management is needed that are beyond the experience and abilities of pupils in the various grade levels. Or again, certain administrative functions require knowledge and skill which only certain members of the personnel staff possess. These special requirements must be clearly recognized duties and should be assigned only to persons who have the abilities demanded by the tasks that are to be performed.

It is in certain of these managerial aspects of policy execution, in which the education of the individual is not the primary consideration, that this right is one that must be merited on the basis of competence. For example, there would be little merit and often much waste of time in permitting teachers to participate in the execution of policies dealing with financial accounting, purchasing and other phases of school business administration.

It is essential from both the educational and the managerial points of view that when policy execution is delegated to certain individuals they should be held responsible for results. Genuine responsibility will be accompanied by a degree of freedom of action commensurate with the demands of the task. Pupils should learn at an early age that when they are charged with the performance of a task their failure to accomplish it will leave the task undone.

Teachers should expect to participate in the execution of policies involving the whole educational program only when they have convinced the group that their ability and judgment can be relied upon. There should, however, be provided at all levels of education ample opportunity for all who wish to demonstrate competence in the performance of duties that the group demands. These opportunities serve both the function of education and that of selecting group leaders.

Public Relations in War Time

J. E. PEASE

Superintendent of Schools, La Grange, Ill.

Public relations in war time should be an all-out program to tell the people the full story of the service and the function of the school. Here are a few specific suggestions:

1. **Work with adult groups in war activities and make the school facilities readily available.**
2. **Plan school exhibits for P.-T.A. meetings.**
3. **Plan an annual exhibit of the children's work.**
4. **Keep the press informed about the many worth-while activities that are going on in your school all the time.**
5. **Start a defense garden project and get lay groups to cooperate in sponsoring it.**
6. **Tell the public about your war stamp sales and your Red Cross work.**
7. **Plan a graduation program that will tell the story of what your school is doing.**
8. **Plan now for a program for American Education Week for 1942.**
9. **Get the organizations in your community working for the schools.**
10. **Send home to the parents bulletins and letters to keep them posted on coming events and special school news.**
11. **Encourage parent visitation.**
12. **Utilize community talent in preparing school program.**

Application Forms Under Fire

H. M. LAFFERTY

Associate Professor of Education, East Texas State Teachers College
Commerce, Tex.

IN TALKING and corresponding with school superintendents one soon gets the impression that the teacher application blank in its present form does not meet with general approval. Comments like the following from a small city school superintendent are typical:

"Our teacher application form is unsatisfactory. I never saw one that was not. An interview of fifteen minutes and observation of half an hour or more will give more information than all the written forms one can devise."

Several reasons may be offered to account for the feeling of dissatisfaction. In the first place, few serious attempts have been made to examine the contents of teacher application forms. The result: these blanks have literally mushroomed into being. Without the benefit of studies showing what types of data are held to be worthy of inclusion, these forms have had a most unscientific beginning.

272 Separate Items Listed

In an examination of 40 teacher application forms in the course of a recent study of the subject, I discovered 272 separate items. While many of these items occur in single application forms, the great variety of responses called for suggests that school executives are not at all certain what should be asked of a teacher who is making written application for a position. Homemade forms have competed with published ones in an effort to meet the demands of a given school, but in both cases the results have been something of a disappointment.

It should not be inferred that the plea here is for complete standardization. The interests and needs peculiar to each community must be carefully guarded. To hold otherwise would be to deny the individuality of the applicant and the teaching position he is seeking. At the same time, however, the enormous

spread of items from which single schools choose to fashion their own application blanks suggests confusion if not a certain sense of futility. There is little in this variety to indicate a firm intent to protect the individuality of the employing school.

Second, in both the homemade and the published forms space for academic data, which could be obtained elsewhere more accurately and more fully than from the applicant himself, has left little room for information of a personal, less objective nature. The importance of this more informal data in evaluating an applicant's professional and personal worth cannot and should not be minimized.

Applicant's Personality Revealed

The items that do not limit too closely the applicant's response give the most valuable clues to his fitness for a position. Unfortunately, much of the data collected on the application blank is but a replica, and frequently an inaccurate one, of the material appearing on the applicant's college transcript.

In an increasing number of colleges and universities the office of the registrar and the placement officer are taking seriously the problem of assisting students or graduates of their schools to present their cases to prospective employers.

The amount of information that these agencies collect and the businesslike way in which such data are organized, copied and forwarded to the school in which the applicant is seeking employment reflect credit on many teacher-educating centers.

It seems needless, therefore, for the application form to continue to insist on data which can be accepted subject only to confirmation by the college, or colleges, the applicant has attended. Judging from the comments of a number of school superintendents, the applicant's own written account of work completed—

number of hours and type of courses—is at odds with the college's version sufficiently often to destroy whatever value such information may otherwise have. The teacher's application blank should provide data which, for the most part, will supplement, not duplicate, the college transcript. If this cannot be done then the form has little value. Already there are schools that use application forms only when the records of the college placement office are not complete.

Personal Interview Is Important

A third reason for school superintendents' disapproval of existing teacher application forms is the increased importance being attached to the personal interview between the superintendent and the applicant. If the application blank is to survive, it must provide more and more space for information which is not available on the applicant's college transcript and which cannot be obtained easily during the interview.

Some school superintendents are beginning to set aside a portion of the application form for jotting down impressions arising both from the interview and from the examination of the applicant's record of work and statements of his previous experience.

This step has much to recommend it. Such a move enables the administrator to pull out the application form at some later date, when the impressions gained during the interview have dimmed, if not faded completely, and reexamine more fairly an individual's fitness for a vacancy than would otherwise be possible.

The teacher application blank can be made an important addition to a school superintendent's system of staff personnel records. A critical study of existing forms is recommended, however, if this data-getting instrument is to keep abreast of changing practices in teacher appraisal and selection and, thereby, to continue to justify a place among school accounting records.

Principal and P.-T.A.

MRS. A. L. MORGAN

Chairman of Educational Relationships
Texas Congress of Parents and Teachers

"I HAVE never seen any good come from the P.-T.A.; in most schools it only causes trouble!" Thus spoke a member of an education class composed of graduate students, most of whom were principals and supervisors, in a teachers' college last summer. Other members of the class did not share this view and so expressed themselves. I am confident that it does not reflect the opinions of most principals.

It is true that the parent-teacher association, like other man-made organizations, occasionally errs. As stated in its objectives the P.-T.A. is organized to aid the school, its principal and teachers. At no time is it intended to play the rôle of troublemaker. Statements such as the one quoted usually emanate from a single unpleasant experience. It is not uncommon for individuals to become peeved at the actions of members of other organizations to which they belong, such as the church, club or fraternity. However, one would hardly be justified in condemning all churches, clubs or societies just because of the acts of a few cantankerous members.

The principal can contribute a great deal to the success or failure of a parent-teacher organization. By his guidance and enthusiasm, he can do much to stimulate the work of the unit. By the lack of these he may greatly hamper its usefulness. A few principals seem to feel that the parent-teacher association is primarily concerned with raising money. Such is not the case. It is true that some funds are needed to carry on certain activities of the association. The methods used to make money and the ways of spending it are under the direction of a finance and budget committee.

Principals who will take the time to familiarize themselves with the basic principles of the National Congress of Parents and Teachers will discover some interesting facts:

Educators' Views on the P.-T.A.

"... We realize what a serious and important responsibility the parent-teacher association has in connection with its far-flung and all-embracing program of child growth and development."

"A progressive school may be measured by its parent-teacher association. Show me a wide-awake parent-teacher association—one with vision and a long-time program—and I will show you a progressive school."

"The . . . high school parent-teacher association has proved of great value by fostering a spirit of understanding between our school and the citizens of this community."

"Through membership and participation in parent-teacher units . . . an opportunity is given to build a higher intellectual and cultural life for children."

"Realizing that the teacher should play an important part in the activities of the parent-teacher association and, therefore, needs an orientation to the purposes and program of the association, we have included a unit in our course 'Introduction to Education' (a requirement on the sophomore level in this teachers' college) and also in our course in adult education."

"The association has given hearty and enthusiastic cooperation in all school matters. The parent-teacher group can always be depended upon in campaigns for the betterment of public schools."

"The state department of education appreciates the work that is being done by the parent-teacher association and . . . [we] feel that every school which is really doing standard work will need and will have a parent-teacher association. We realize that without the cooperation and assistance of the community no school can be a success. There is no better way of accomplishing this aim than through the P.-T.A."

First, it is an educational movement. From its very beginning, parent education has been a primary consideration. Adult education and leadership training also are encouraged. Members are urged to visit schools and to confer with the principal and faculty and learn about the newest methods of education. Moreover, the parent-teacher association attempts to enlist the interest and support of the entire citizenry in all matters that concern the education of children and youths. Principals and teachers will find such an organization a powerful ally in promoting the most desirable policies in public education.

Second, it is a cooperative movement. The hyphenated name, parent-teacher, indicates that the success of the organization depends upon the harmonious participation of both parents and teachers. It in no wise attempts to administer the schools. It specifically holds that to the school authorities only belongs this task.

The parent-teacher unit cooperates in supporting all federal and state legislation that is intended to benefit youth, schools and the teaching profession. An investigation of its aims and past performances will fully substantiate these claims.

Third, it is a democratic movement—really a folk movement—because its members are representative citizens of all creeds and classes. The only requirement for membership is that an adult be interested in the welfare of children and youths. There are no restrictions as to birth, education, social or economic status. It is noncommercial, nonsectarian and nonpartisan in policy.

A principal has definite privileges and duties in the parent-teacher association of the school over which he presides. He should be a member of the executive committee; he should be invited to attend all committee meetings, such as program, membership, study group and nominating.

That educators believe in the worth-whileness of the parent-teacher association is shown by the accompanying samplings of endorsements from superintendents, principals, college professors and a state department of education.

Steps in Overcoming Stuttering

THE problems involved in managing the stuttering speech of a child at the elementary school level differ from those arising when the child is younger only if he has become aware that his speech is atypical and has taken on the label "stutterer." In such cases manipulations of environment will not suffice. They should be supplemented by efforts to get the child to reevaluate his speech difficulty, approaches that he can understand being used.

It is advisable to make no great issue of the child's speech. Accept whatever he is able to produce as if it were satisfactory. Anyone is influenced by the reactions of his listeners. A child or even an adult can be taught to become chronically anxious about his manner of speaking if he is continually coached and closely observed in his speech attempts.

An entirely objective, open and frank attitude should be taken toward the child's manner of speaking. He should never be coached to cover up or to avoid his nonfluent speech, and it would be helpful if the words "stuttering" and "stammering" were dropped from the vocabulary of the child and of those who talk with him. The terms carry too many connotations that have a high negative value. The characteristics of the "stuttering" speech are much more adequately and unemotionally described if the specific observations are exactly defined.

Terms Should Be Specific

If the child's speech is being discussed, it should be referred to in terms of exactly what he does. It is advisable to refer to the speech behavior as "hesitating," "repeating," "holding the breath," "prolonging a sound" or whatever it is the child does when he is said to be "stuttering."

These descriptions of what the child is doing in his speech should be treated with complete lack of anxiety. Some families apparently regard a member's stuttering as if it were one of the larger skeletons in

Part II

C. ESCO OBERMANN

University of Iowa

one of the darker closets in the house. This emotional attitude soon gets across to the child. His speech difficulty can become a source of apprehension for him and the condition will be further aggravated. The child should be taught to regard his speech with the same degree of indifference he might exhibit toward his need for glasses or a dental brace.

Sentimentality Is a Mistake

The family and teachers of the stuttering child should be aware of the possible "asset values" of any atypical behavior that might be rated as an "unfortunate defect." The sentimental attitude that some adults take toward a child's defects makes those defects of great value in helping him fulfill the attractive rôle of a suffering hero. And any organism tends to retain its satisfying modes of behavior. Both the asset value and the liability value of defective speech can be eliminated by treating it unemotionally.

The youngster should be helped to experience fluent speech as often as possible. If he can recite memorized material without straining he should be encouraged to do a great deal of such reciting, especially when he is alone or with a small group. Reading in unison with him will permit him to get the "feel" of fluent speech. The assistant might slowly decrease the loudness of his voice until the youngster is reading alone. His self-confidence can thus be increased when it is pointed out to him that he really can speak easily. No opportunity should be missed to point out the significance of the fact that the child can speak fluently under some conditions. This means that he has the equipment for normal speech and that if the same self-assurance that makes this

fluent speech possible can be extended to other speaking situations fluent speech will be the rule for him.

The child should be encouraged to carry his fair share of conversation and schoolroom recitation. Stuttering should not be permitted to develop as an excuse for avoiding various responsibilities or as a basis for self-pity. Parents and teachers need not resort to a stern attitude toward the child's reactions to his speech. They should merely refuse to let the stuttering become the grounds for determining his activities and behavior. The speech deficiency is not sufficient justification for isolating himself from normal social contacts.

In discussing the steps to be taken to eliminate stuttering in adults the suggestions must be made directly to and for the stutterer himself. Effective therapies are made up of procedures that the individual himself must apply. Although it is a unique person who can successfully eliminate his stuttering without help, a clinician is needed only to outline the procedures and to help supply motivation.

Self-Discipline Is Required

There is no magic cure for stuttering. Ordinarily, grueling self-discipline is required if one is to establish fluent speech. The problem of manipulating the environment is not involved here to the degree that it is in the management of the speech of young children. The important changes to be made are those involving the individual's own assumptions and adjustment patterns.

It is for these reasons that no clinician can ethically guarantee to eliminate stuttering in an individual. No length of time can be named in which the defect can certainly be erased. The clinician might feel completely sure of his methods, but they will be entirely ineffective against a stutterer who does not or cannot fully cooperate. Attractive advertisements that offer "quick cures" should be regarded with ex-

treme suspicion. The success of the therapy depends as much upon the stutterer as it does upon the clinician's methods.

One of the first concepts that should be acquired by the speaker is that the human organism is highly alterable in its behavior patterns. After years of stuttering one is likely to feel that the way he speaks is so rigidly fixed that it cannot change. A little experimenting will disprove this. He should try speaking with some other patterns of straining. He should try speaking without any strain. He should try talking to himself when he is alone. He should try reading in unison with a fluent speaker. These experiments will show him that his pattern of speech can be easily changed—even to the point of fluent performance. If he can speak fluently under any circumstances at all, he should be impressed with the knowledge that he possesses the equipment for normal speech.

Stutters to Avoid Stuttering

The stutterer is the victim of a neat logical trick. He will admit that the random, inefficient muscle tensions that accompany his speaking attempts are the stuttering to which he refers when he discusses his problem. He will admit further, however, that he initiates these tensions or strainings to "avoid stuttering." When these two admissions are drawn together they make the nonsensical statement, "I stutter to avoid stuttering." And that is just exactly what he does.

If he will discontinue the straining that accompanies his usual repetitions, prolongations and interruptions, he will find that he has left only what any speaker presents to a greater or lesser degree. It would be helpful for him to tabulate the speech interruptions of people whose speech is considered to be adequately fluent. It will be surprising how many of these breaks in fluency can be heard when an observer is really looking for them; many normal speakers present from seven to ten per minute. Yet practically nobody ever notices them, because the normal speaker himself makes no issue of them.

It is the stutterer's reactions to these normal interruptions that make and keep him a "stutterer." He makes

an issue of every departure from perfect fluency. He should realize that speech interruptions are inevitable, normal and actually desirable.

Most adult stutterers are far too sensitive about their speech—much more sensitive than anyone should be about such a behavior characteristic. This sensitivity results from the assumptions the stutterer makes concerning how his listeners are reacting to his speech. These assumptions should be clearly written out and then tested to see if they are sound. In practically all instances they are found to be completely unfounded. If it is noted that observers are reacting to one's behavior, it can easily be shown that it is because he is requiring such reactions from them by his own attitude toward that behavior.

In attempting to alter any habitual mode of human behavior, it is much more effective to act rather than to talk or read about the methods to be used. Below is a series of assignments that will do much to eliminate one's limitation-imposing assumptions. Some of them suggest that a certain plan be followed for a limited length of time, but they need not be discontinued then. The practice can be continued indefinitely.

1. For a period of two weeks, do at least three things each day that you would usually avoid doing because of your speech or shyness, such as meeting new people or asking for information. Report on the effects of each of these actions to someone who understands what you are attempting to accomplish or write out the effects experienced.

2. Keep a record of your "avoidances" over a period of two weeks. Classify them as: (a) avoiding a speaking situation because of your speech; (b) avoiding a part in a conversation; (c) avoiding the use of feared words; (d) avoiding non-fluency in your speech, and (e) other avoidances resulting from your speech.

These "avoidances" are considered undesirable because they represent a retreat from a full attack on your problem.

3. Before entering each of 10 speaking situations, take time to enumerate the reasons why you should not stutter, *i.e.* list the reasons why there is no need for you to strain. Remember that there are some cir-

cumstances under which you are adequately fluent. Immediately after completing each of the 10, enumerate exactly the reasons why you did strain—if you did. If you were fluent list the reasons for your fluency. Make all your reasons objective and specific.

4. For a period of two weeks enumerate the successes you experience, especially in speaking situations.

5. For a period of ten days list the times you let your speech control your decisions. For the same period list the occasions on which you overcame the impulse to let your speech control your decisions.

6. List in their order of importance 10 reasons why you would like to eliminate your stuttering.

7. Make a list of the advantages stuttering gives or has given to you.

8. Set a period of time and for at least one hour a day during that time talk into a mirror to observe exactly what you do when you block or strain. Write a complete description of what you see and feel in this blocking and straining.

9. Set a period of time and each day during that time make a dictaphone record of your explanation of why you stutter. Listen to these records and criticize your reasoning. (If no recording device is available, write out the explanation and then read it over a day or two later.)

10. Set for yourself three or more alterations you wish to make in your traits or abilities. Report on your progress over a period of time. (These need not be related to your speech.)

Pattern Should Be Changed

11. Undertake to alter your pattern of straining. Deliberately take up a new, more relaxed pattern. Practice this voluntarily each time you speak for a period of two weeks. Keep a record of the times you succeed or fail on a set of 3 by 5 inch cards as follows:

A. Voluntarily used the pattern on a word on which no strain was anticipated.

B. Voluntarily used the pattern on a word on which strain was anticipated.

C. Started to use the pattern on a word and the old straining pattern came in.

D. Used the old straining pattern on the beginning of a word but

ended it with the voluntary pattern. In this assignment the "A" type of performance is most desirable and the "C" type is the most undesirable.

12. Keep a record of the number of times each day that you think, "I am a hopeless stutterer." Also keep a record of the number of times you think more optimistically about your speech future.

13. For a period of two weeks initiate your straining pattern voluntarily. Keep a record of your performance as suggested in assignment 11.

14. In 50 speaking situations act in terms of a lower standard of fluency than you apparently desire to use in each of them, *i.e.* be willing to be less fluent. Report to someone or write out just what happened in each situation under consideration.

15. Match several dozen pairs of speaking situations in terms of their difficulty for you. For example, situation 1-A might be talking to a saleswoman in a department store, and situation 1-B, the one matched with 1-A, would be talking to a saleswoman in another store. Then proceed in this manner: In all of the A situations, be as tense and act as embarrassed about your speech as you can and watch the reactions of your listeners. In all of the B situations be completely relaxed and matter-of-fact about your speech. Stutter openly and freely without embarrassment and watch the reactions of your listeners.

You will observe a difference in the reactions of the two groups, and you will, without doubt, prefer the reactions of the B group. The point

to remember is that you were able to control the listeners' reactions by your own attitude toward your speech.

16. Prepare five or ten such assignments as those given in 1 to 15 inclusive. These assignments should be so designed that they will cause you as you carry them out to reevaluate your speech defect. They should help you to see how your speech affects others and how much you can alter both the speech and the listener reactions.

Suggested Reading Materials:

Koepp-Baker, H., *Handbook of Clinical Speech*, Edwards Brothers, Ann Arbor, Mich.

Fletcher, John M., *The Problem of Stuttering*, Longmans, Green and Company, New York, 1928.

Johnson, Wendell, *An Open Letter to the Mother of a Stuttering Child*, Bulletin of the Iowa Child Welfare Research Station, University of Iowa. (On Press.)

Training Pupils for Citizenship

CITIZENSHIP in its broadest sense is more than a mere academic class or a rating score given to a student based on qualities of deportment. Citizenship is training that fits one for competent participation in our democratic way of life. Now that America is faced with war we must make every effort to preserve those school experiences that are essential if we expect to prepare our young Americans to win a lasting peace.

Although every class, whether it is academic or vocational, can become a citizenship training center if the work is properly presented, we have found that many of the qualities of a good citizen can be transmitted more readily by encouraging the pupils to participate in many activities that are applicable to real life situations.

Some activities which have been found to be valid in the school program at Mount Pleasant, Mich., are here listed:

1. Class planning committees help to plan the content of subjects taught, select projects and choose the method of attack. This leads to group cooperation, application, completion and self-evaluation.

2. Student councils develop a quality of responsibility, an awareness of property rights, respect for law and order and many other desirable personality outcomes.

3. Parties and social activities develop the social knowledge and social graces.

4. Pupil service clubs, such as speakers' bureaus and entertainment bureaus, develop leadership and self-assurance.

5. Pupil-teacher forums dealing with controversial issues develop tolerance, a willingness to give and take and open-mindedness.

6. Pupil election campaigns give actual experiences in the machinery of government and develop an awareness of civic responsibility.

7. Pupil administrative advisory councils provide direct channels for expression of opinions by pupils on mutual school problems and develop a feeling of personal importance and a sense of worthwhileness.

8. Committee participation acquaints pupils with America's greatest democratic device and gives them

valuable experiences in the area of group cooperation.

9. School codes and their formulation by pupils and teachers in classes, clubs and by the student-body as a whole provide firsthand experiences in self-legislation and administration.

10. Athletics, band, orchestra, chorus and similar activities tend to produce qualities of sportsmanship and cultural appreciation.

11. Terminal vocational courses lead to a feeling of economic security and a positive outlook on life, which, in themselves, ensure good morale.

Many other school activities, including health, physical education, nutrition, general recreation, study of personnel, home and family problems, assemblies, visual education and defense councils and activities, offer opportunities for widespread pupil participation and learning. If these experiences actually become important life situations to the pupil, then the schools are training for citizenship. Schools must protect the machinery by which citizenship can be taught even in time of war.

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Right: Exterior of the combination agriculture building and gymnasium at Schulenburg, Tex. The agriculture wing is 22 by 92 feet and houses a classroom, the agriculture laboratory and the shop room.



Above, left: The shop is equipped with electrically driven power tools. Above, right: Interior of the agriculture classroom. Right: The 50 by 80 foot combination gymnasium-auditorium, containing a large, well-equipped stage and 25 by 80 foot bleachers. The building also houses a kitchen, two offices and locker rooms and toilet facilities for boys and girls.



Is Activity Program Valuable?

New York evaluates curriculum experiment in the grade schools

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THE curriculum experiment with the activity program in the elementary schools of New York City began in September 1935, was conducted in 70 schools and continued for six years.¹ Through the assistance of an advisory committee, representing the city-wide educational associations and the several schools and colleges of education within the city, a comprehensive program of evaluation was formulated, and in June 1937 the first testing program was administered in nine activity and in nine paired nonactivity schools.

This program of evaluation was continued by the division of elementary schools in semiannual testing programs through June 1940.² In December 1938, at the direction of the board of education, the superintendent of schools requested the state education department to make a survey "to determine the relative efficiency of these two types of program (activity and nonactivity) in realizing the objectives of the division of elementary schools." The commissioner of education approved the request and, accordingly, the survey was conducted during the school year 1940-41.

The survey staff attempted to answer four questions: (1) What did New York conceive as an activity program? (2) To what extent was the conceived program actually attained? (3) What effect did the program have on children? (4) How was the teacher affected by the program?

Defining the Program

The activity program had aimed at the same objectives as had the regular program but had emphasized more the development in children of self-control, critical thinking, creative expression and desirable social relationships. The experiment

had been conducted under conditions peculiar to a great city school system.

The activity schools had been held to the same standards of achievement applicable to all schools in the city. They had received no special consideration in provision of equipment and supplies. No restriction had been placed on the transfer of pupils, nor had any concession been made in the transfer of teachers and principals. In the 70 schools probably not more than 80 per cent of the teachers had actively participated in the program; only during the last two years of the experiment had teachers felt any moral persuasion to participate. The experiment had not developed under laboratory conditions.

Measuring Attainment

To measure the extent to which the program conceived had been attained in practice, the survey constructed an activity scale to be used by skilled observers. This scale consisted of 56 items, each of which is generally accepted as an essential concept of activity procedure and all but four of which had been included in the conceptual pattern of the experiment. The scale was applied to 10 activity schools and 10 regular schools, paired as nearly as possible on the basis of geographical proximity, overhead supervision, mental ability of pupils and socio-economic factors, such as racial composition of school population and rental value of homes.

On the activity scale, with values ranging from 1 to 5, the mean classroom rating in the activity schools was 3.2 with a range of from 1.0 to 4.8. In the regular schools the mean was 1.6 with a range of from 1.0 to 3.2. Use of the scale gave a crude

measure of the amount of the activity program observable in both the officially designated activity schools and the regular schools and disclosed the relative attainment by type of school of each of the 56 elements of the program.

The ratings by schools disclosed that some pairs were much more widely spaced on the activity scale than were others. From the ten pairs, four were selected that were more widely spaced than the others. These were referred to, thereafter, as the widely spaced schools.

Effects on Children

To measure the effect of the program on children, two procedures were followed. First, the survey tested the pupils enrolled in the 6A grade for knowledge, skills, interests and behavior; second, an analysis was made of the test data that had been obtained in the evaluation program conducted by the division of elementary schools.

The evaluation program had obtained data from two or more consecutive annual testing programs on approximately 3000 pupils. Cox analyzed these data to determine the relative influence of various factors on pupils' progress in grades 4, 5 and 6.

The factors considered were chronological age, mental ability, sex, type of program and character of district or school neighborhood. This study showed that neither the type of district nor the scholastic aptitude of pupils need be a deterrent to the extension of the activity program. There was some evidence that the activity program was better adapted to boys than to girls.

The testing program conducted by the survey in the 10 pairs of schools included measures of reading for de-

¹Morrison, J. Cayce, *The Activity Program. Report of the Survey of the Curriculum Experiment*, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, 1942. Pp. 180. \$1.

²*Journal of Experimental Education* 8:166; 9:295; 10:119.

tailed understanding and for central idea of the paragraph; problem analysis in arithmetic; the form of letter, spelling, grammatical usage and fluency of expression in letter writing; civic attitudes and current events, and work-study skills in the use of the dictionary, references and indexes and in reading maps and graphs. In the four pairs of widely spaced schools, the additional testing included reading for word meaning, purposive or critical reading, knowledge of stories, sufficiency of data in arithmetic and the use and interpretation of knowledge in social studies and science.

Of the 19 differences obtained in the measure of mastery of knowledge and skills, four approached statistical reliability. These four were in critical reading, civic attitudes, use of references and use of indexes, and each favored the activity program. In 12 of the remaining areas the record of the activity schools compared with the regular schools improved as purer samplings of the two programs were obtained.

To measure the effect of the program on children, the survey developed some new tests and technics. Findley constructed the sufficiency of data in arithmetic test, evaluating the thought processes in problem solving. On the assumption that it is important to learn how the child interprets and uses facts, Wrightstone constructed the test on use and interpretation of knowledge in social studies and science.

In order to determine the relative influence of the two programs on children's attitudes, interests and behavior, the survey used several different technics.

Certain types of behavior were observed by staff members visiting the schools. Some data were obtained from teachers by questionnaire and interview. Thorndike developed and used a technic for observing and reporting the behavior of individuals on trips. Hunnicutt constructed two instruments: a test or pupil-interest-index entitled, "What I Believe and Do"; and a questionnaire or form, "My Friends and My Hobbies." Cowen developed a technic for obtaining the attitudes toward school of the parents of pupils.

The "What I Believe and Do" test consisted of 200 items, distributed among 20 categories, namely, scien-

tific outlook, self-discipline, cooperativeness, self-confidence or poise, lack of subservience, respect for parental authority, respect for school authority, respect for property rights, creative expression, lack of aggression, social studies, arithmetic, language arts, fine arts, music, handicrafts, reading, school practices, helping parents and diversity of interests.

In 17 of the 20 categories the data obtained favored the activity program. The differences were reliable or approached statistical reliability for cooperativeness, self-confidence or poise, lack of subservience, creative expression, arithmetic, social studies and school practices.

Attitudes of Parents

The validity of the data obtained from the children by the "What I Believe and Do" test was checked by obtaining information on many of the same items from parents. Data were obtained from one parent or guardian of each of 1130 pupils, or 92 per cent of those who had responded to the "What I Believe and Do" test. Additional data were obtained through personal interview with the parents of 112 pupils, or 59 per cent of those who had transferred from one type of program to the other. The parents who participated came to the school to meet with a representative of the survey staff.

Information was obtained on such questions as the child's help with home duties; school work done at home; hobbies or activities engaged in at home; the child's care of his toys and other property; behavior with playmates; attitude toward school; behavior in the presence of guests; reading; choice of radio programs; best liked movies; health and safety habits; the parents' experience in visiting the school, and the parents' attitudes toward each of 10 school practices selected because they had quickened some criticism.

The questionnaire was generally constructed to obtain the parent's report on the child's attitude, interest or behavior; his opinion as to whether the school had influenced the attitudes or behavior, and, in some cases, his judgment as to what the school should do.

The recorded interview sought the parents' judgment as to the influence on the child of each of the two

schools attended. In neither the questionnaire nor the interview technic was any allusion made to activity or nonactivity program. Every precaution was taken to avoid arousing emotional reaction.

A synthesis of the data obtained separately from pupils, their parents and their teachers disposed of certain criticisms that had gained circulation, demonstrated that the activity program had justified some of its sponsors' claims and pointed the way for its further improvement.

Effects on Teachers

The survey sought to discover whether the administration of the experiment had tended to draw a superior type of teacher into the activity program and whether participation in the program had effected any change in teachers that might influence their service to schools beyond the period of the experiment.

This problem was approached in three ways: (1) through interviews by observers in connection with classroom visitations; (2) through a questionnaire covering education, professional experience and related information, and (3) through a form entitled "The Teachers' Evaluation and Interpretation of Child Behavior." The form was prepared for the survey by Margaret F. Meigs with the advice of Jersild.

The survey found no evidence that the activity program had attracted more alert, more enthusiastic or better educated teachers. There were some indications that the activity program had stimulated teachers to obtain a better understanding of individual children and to pursue more intensive professional study.

Significance of Survey

The significance of this survey of newer methods of instruction rests not so much in the nature of the research conducted or in the character of the report as in the fact that the survey was directed to the evaluation of an experiment that had been conducted in a great city under public school conditions for a period of six years.

Through its experiment with the activity program New York City has demonstrated the value of controlled experimentation conducted under the authority vested in boards of education.

School Legislation in War Time

THE march of tenure and retirement laws goes on, with the most significant advances of the year being made in Kentucky and Virginia. A tenure statute, camouflaged under a phraseology that rigidly avoids the word "tenure" and uses "continuing contract" in that sense, was enacted in Kentucky.

On or before Sept. 1, 1942, boards of education in Kentucky must enter into "continuing contracts" with each teacher holding a standard or college certificate who was completing, at the time of the passage of the act, four or more consecutive years of employment with the board. Thereafter, four consecutive years of service in a district will make a teacher eligible for the same privilege and, if recommended by the superintendent, such eligibles must be given "continuing contract" status unless rejected by vote of four fifths of the full membership of the board, in which event a teacher may be re-employed for a term of two years; any subsequent reappointment, if made, must be on continuing contract status.

Terms of Employment

Teachers who are not eligible for this status because of brevity of service or lack of the specified certificates may be employed for terms not exceeding four years, and beginning teachers for not to exceed one year. Contracts may not be terminated by the board except after a hearing of which the teacher has been given due notice, and proof at the hearing of charges of insubordination, immoral character, conduct unbecoming a teacher, inefficiency, incompetency, physical or mental disability or neglect of duty. It is expressly provided that marriage shall not be cause for termination.

Necessary reduction of the number of teachers owing to decreased enrollment, suspension of schools or territorial changes may be made by the board, but only by suspending teachers as recommended by the superintendent, who is directed to give preference to "continuing contract" teachers and those having su-

perior seniority. Teachers so suspended will have the right to reinstatement in order of seniority if and when vacancies again occur for which they are qualified. If an entire district or an entire school is transferred to another district, its continuing contract teachers will have the same status in the new district, subject to these limitations.

Virginia enacted a new joint contributory retirement law for teachers and state employes to supersede the old pension system as of July 1, 1942. It provides that teachers in the old pension system shall receive retirement allowances and disability benefits at least equal to those which they would have received under the old law. The new law grants credit for prior service and the state's contribution will be the same as though the new system had been in effect from the beginning of the teacher's employment.

The teachers' contribution is to be actuarially determined and is expected to range between 4 and 5 per cent of salary up to \$2000. The maximum retirement allowance is \$1000 a year.

Retirement is compulsory at 70 except during the war and is optional at 65 or after thirty years of service in accordance with the requirements of the old law. After twenty years of service, retirement with disability benefits is possible. Teachers leaving the service after at least two years may withdraw all their contributions made under the new law.

Pennsylvania modified the act of 1917 relating to military benefits for state employes. This affects county and district superintendents and their assistants and members of the state department of public instruction who are in the state employes' retirement system. Companion acts obligate the commonwealth to pay the retirement system fees of the members of the state school employes' retirement sys-

tem who have been called into military service.

Massachusetts stipulated that officers or employes of the commonwealth or any political subdivision who have been retired or separated from the service by reason of superannuation or disability may be re-employed for the duration of the war. In the case of teachers, re-employment is at the discretion of the school committee. Any retirement allowance or pension being received by the employe will continue and he will be paid the full compensation for the position filled, less any such allowance or pension.

Salaries Can Be Increased

A different action prompted by teacher shortage was taken in Mississippi, where a new law specifies that in municipal separate school districts located wholly in defense areas, as designated by presidential proclamation, when an increase in the local tax levy is made or when funds are otherwise available, the board of school trustees may revise its budget to increase the teachers' salaries or to employ additional teachers. This is applicable only during the period of national emergency.

Effective July 1, 1942, was New York State's new law stipulating that teachers in common school districts must receive a salary of not less than \$1000 for a school year, irrespective of whether the number of weeks in the full school year is 38 or 40.

Virginia increased the minimum salary for division school superintendents to \$2200 a year in school divisions with not less than 3000 school population. Another statute prohibits division superintendents from receiving additional compensation for distributing textbooks.

California set up an employes' defense savings account in the state treasury and directed the state fiscal authorities and all departments and agencies, including school boards, to recognize and act upon voluntary written requests by individual employes who wish to have deductions made from their salaries or wages for the purpose of purchasing United

States savings bonds or other similar federal obligations.

New Jersey directed and regulated the granting of sick leave for school teachers and principals. Mississippi enacted an apparently unique statute imposing a \$25 fine for each offense by any county superintendent of education who "shall deduct or permit to be deducted by any employe of his office any dues, fines or penalties from the salaries of teachers employed in his county because of the membership of such teacher in any organization or association."

The legislature of New York extended to July 1, 1943, its temporary sanctioning of dual job holding by New York City teachers engaged in the defense training program of vocational education. It also authorized the boards of education of New York City and Buffalo, subject to the approval of the state commissioner of education, to make "out-of-license" assignments of teachers, *i.e.* to assign a teacher to a subject or field not specifically covered in his teaching license.

Kentucky stipulated that the nature of alcoholic liquors and of narcotics and their injurious effect on the human system must be taught in each grade from the fourth to the tenth, inclusive. Further, the head of every school and college must have presented to the entire student body in assembly for thirty minutes at least twice during each term or semester the scientific, social and moral aspects of alcoholic beverages, stimulants and narcotics.

Safety Taught in Mississippi

Mississippi specified that safety shall be taught in the primary grades of all schools. The state textbook rating and purchasing board is to prescribe the course and at its discretion purchase books for use therein.

The flag salute by legislative compulsion appears anew in Mississippi, where boards of trustees of all free public schools and all other state supported schools are directed to require teachers to have all pupils repeat the oath of allegiance to the flag at least once a week during the school year. This is expressly in addition to, and not in substitution for, other existing statutes regarding the teaching of citizenship.

Mississippi's free textbook law of 1940, applicable to public and private

elementary schools, was amended to extend free textbooks to high school pupils from and after July 1, 1942. The act was also revamped in other respects. The state textbook rating and purchasing board will now consist of five members, including the governor, the state superintendent of education and three appointees of the governor for terms of four years, who must be respectively residents and electors in the three state supreme court districts. They must also be educators at least 30 years old and with a minimum of five years of teaching or supervisory experience in the state immediately prior to appointment.

Kentucky directed the superintendent of public instruction to furnish basic textbooks free of charge to all children aged from 6 to 18 who are confined in any state correctional institution and who are regularly enrolled in classes of elementary grades.

Virginia authorized school boards to make the books in school libraries available to all residents of the county in cases in which the county is not served by a regional or county free library system. State aid to public school libraries was raised to \$150,000 for each year of the biennium, but \$50,000 of that sum is appropriated conditionally, subject to release by the governor.

Education in Massachusetts may be greatly affected by an act that gives the governor of the commonwealth wide emergency powers over persons and property for the duration of the war, including the power to issue sweeping executive orders and general regulations applicable to any state department or subdivision. Specifically mentioned as one of several areas over which his emergency powers extend is "vocational or other public educational facilities, in order to extend the benefits of the availability thereof."

In New York State new acts expiring by their own terms on July 1, 1943, empower the governor, if necessary to promote the public welfare or to protect the interests of the state, to enter into contracts for temporary use of the personnel or property of any subdivision and to authorize boards of education, with the approval of the state council of defense, to accept from the United States equipment, supplies, materials or

funds for purposes of civilian defense.

Maine transferred the property of the Eastern State Normal School at Castine to the Maine Maritime Academy. This discontinued the normal school as of June 1942, and its students will be accommodated in the five other institutions for the education of teachers.

A Virginia statute provides that service in the armed forces of the United States shall be a discharge of the scholarship obligation of students in certain state institutions of higher learning.

Holders of state scholarships in New York, good for \$100 per year and designed to provide \$400 during a four year college course, are permitted by a new statute to receive \$50 per term for not to exceed three terms in any calendar year and not more than \$400 in the aggregate. This enables them to obtain the full benefits of the scholarships while pursuing accelerated college programs.

Private Trade Schools Licensed

New Jersey provided for the licensing of private trade schools by the state department of public instruction. Kentucky enacted that the members of the state board of education may receive a per diem compensation of \$10 for each regular or special meeting attended and actual expense incurred for attending meetings, but that the total of per diem compensation in any year must not exceed \$100.

The New York legislature provided that members of boards of education who go into military service shall be deemed to have vacated their offices temporarily and shall be entitled to resume office for the remainder of their terms upon the termination of their military service. Another act directs the board of education of New York City to appoint an advisory board of seven members for vocational and extension education.

Another New York act provides for an apportionment of state aid based on the number of pupils in attendance at kindergartens, effective July 1, 1943. The first such apportionment will be in 1944-45, based on kindergarten attendance at public schools during the year 1943-44.

Essential Tasks

DURING and AFTER the WAR

OBVIOUSLY, in a war situation the function of education should be to help us keep an even keel, to analyze propaganda and to do intelligently the things that are necessary to preserve ourselves and posterity. Our primary social concern, whether we are active or passive participants in the war, is to keep sane. This is no time for mob psychology or for social action under the influence of our sympathetic nervous systems.

Whatever the outcome of the war, we shall face a new social order afterward. The day of nationalism will probably pass. Even if Germany should win, a unified Europe would result and, eventually, amalgamation and social unity in Europe would have to follow. This is inevitable if society is to keep its balance. The diminishing size of the world calls for an ecumenical approach in world understanding. We are only passing, let us hope, under a dark cloud that will be dispelled by the ever-present forces of right, which may be overshadowed but cannot be extinguished. Surely in the twentieth century man will not continue to war against himself until civilization is destroyed.

It is possible that the white races of the world could continue to fight among themselves until they become so weakened that a union of the Asiatics might result in their dominating the world. There is danger that the English-speaking people may put themselves "on the spot" and come to be looked upon by the rest of the world as evil forces, selfish in motive, that should be put down by the other races and nationalities of men. There is also danger of pitting hemisphere against hemisphere with the result that wars and economic blockades and trade alliances would tend to weaken the possibility of better world understanding. However, the participation of Russia in the present war on the side of Britain obviates most of these dangers for the time being.

Our second educational purpose, then, should be to develop better un-

derstanding of other peoples. We must make an unbiased effort to understand the forces that influence Germany's effort to dominate the world. In analyzing the economic and social conditions of various peoples, attempts should be made to understand possible adjustments of difficulties, whether they are national, economic or social.

A third great area for study is that of production and distribution of economic goods and services in our own country, as well as in other countries. There was a time when our chief economic problem was one of production. The advent of the mechanical age has eliminated production as a social problem. From the standpoint of production alone it would be possible with present scientific and mechanical means to provide food, clothing and shelter for many times the present population of the world.

However, the problem of balancing production against consumption remains to be solved. The problem of distributing the products of society is one that will require much analysis and will challenge the best educational thought for many years to come. The problem of getting back to the producers in the basic industries a fair share of the social dividend is another that will call for

a great deal of research and a great deal of adjustment in social attitudes.

Society has heretofore placed considerable premium on one's ability to take from others as great a portion of the social dividend as possible and to appropriate it to oneself. It has looked down upon the primary producer—the worker in the basic industries. The time must come when the enterpriser will have to be satisfied with a reasonable share of the profits of production.

We should recognize also that one of the big social problems today is a lack of understanding between our urban and rural populations. The lines of distinction between these groups will, it is hoped, gradually break down. Ultimately, it must be understood that we in this great country of ours are all one society and that we are mutually dependent upon one another for our total welfare. The cities must look to the country for basic materials and for recruits from the rural population to carry on the urban work. And the country must look to the cities for various products and for many cultural opportunities.

The problem of land and home ownership is a basic one and the adjustments that must eventually be made in providing for our floating population employed in seasonal occupations are a matter of no little concern. Problems relating to unemployment, employer-employee relationships, old age assistance, social security and welfare, conservation of natural and human resources, government financing and indebtedness, sources and methods of taxation and state, federal and world regulation of trade, communication and transportation are all problems of the new social frontier.

Another of our big problems from an educational standpoint is what to do with leisure time. With the coming of machines and the reduction

Among the war-time responsibilities of school people the author lists fostering tolerance, learning to evaluate facts and ideas, equipping themselves for flexible social adjustment and understanding the values of democratic organization

OTIS C. AMIS

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in the number of producer jobs, more people will inevitably be employed in social and personal service work.

Our educational system must be adjusted to study all of these internal

socio-economic problems. Languages, mathematics, the sciences and the social studies must be taught on a more functional basis or eliminated from the curriculum. Only as the classics and the subjects of tradition

can throw light on living problems are they justified in being included in the educational program of the present or the future. Certainly, the languages of other peoples must be included for those who are interested in foreign cultures and understandings and for those who want to make contacts with people in other parts of the world. Spanish will have to come into its own in our closer contacts with Latin America.

The mathematics of discovery and invention, as well as the mathematics of everyday life, will take the place of the traditional courses. The science of everyday living, of the kitchen, the household and industry, and the social science of government, politics and ecumenical relations will be the social studies of the new school.

If in defense of a social order it is necessary to fight, then let's put our full energy into the scrap. The educational program will have to adjust itself to meet this social organic need but always with a clear concept of what is happening and what we will need to keep in mind when the emergency is over. We must recognize that readjustments will have to be made after the war, that many of the problems that confronted us during the years following 1918 will confront us again.

Let's hope that the past experience will give us a better understanding of what these problems are and what these adjustments will have to be. There is no question but that the larger governmental units will have a major part to play in providing the finance and much of the leadership for adjustment to the social conditions that will exist in the post-emergency period.

We must have moral courage and stamina. We must be able to reconcile divergent points of view. We must be able to give and follow leadership. We must be able to evaluate facts and ideas. We must be able to produce whatever society demands. We must be broad in our understanding and tolerant of the ideas of others. We must equip ourselves for flexible social adjustment. We must see the worth of individuals and must understand the values of democratic organization and practices. These are some of the essentials of education in the emergency and post-emergency periods.

Superintendent's Tickler File

W. R. GODWIN

Superintendent of Schools, La Porte, Ind.

THE tickler file so commonly used in business can be readily adapted to save time for the superintendent or other school administrator. Such a file automatically brings to mind matters that require attention on a given date.

At the beginning of each day, two or three small filing cards representing reports due, staff bulletins to be written, news to be released or items to be brought up at the next board meeting are placed on the desk of the superintendent by the secretary. Naturally, the regularly recurring items are most easily organized into the tickler. A few examples of such items are listed.

Staff Bulletins to Be Prepared

Aug. 25—Instructions for the opening of school
Sept. 25—Fire prevention week
Nov. 15—Thanksgiving baskets for the needy
Jan. 15—Second semester assignment of teachers
Mar. 15—Collect data for budget
Apr. 1—Classroom inventory
Apr. 10—Clean-up, paint-up, fix-up week
May 25—Instructions for closing school

Things to Be Done

Aug. 1—Plan for first teachers' meeting
Oct. 1—Plan for American Education Week
Dec. 10—Plan for Christmas basket co-operation with Salvation Army
Jan. 15—Clean out application file
Feb. 1—Calendar for next school year
Feb. 5—Recommend director for summer playgrounds
May 20—Letters of appreciation to P.-T.A. officers

Reports Due Superintendent

Sept. 1—List of substitute teachers
Sept. 20—Pupil-teacher ratio in various buildings
Oct. 10—Schedule of evening classes—defense education
Nov. 1—Distribution of fire insurance business among various agents

Dec. 15—Evaluation of new teachers
Jan. 5—Unexpended budget balances
Feb. 10—Age-grade distribution—first semester
Mar. 15—Per cent of attendance for all buildings
Apr. 15—Financial report of basketball season
May 1—Adoption of new texts
June 1—Summer playground schedule

News Releases

Aug. 15—School calendar and opening of school
Sept. 1—List of teacher assignments
Oct. 15—Feature page with pictures—P.-T.A. activities
Nov. 15—Feature page with pictures—adult education
Dec. 1—Health program of schools
Jan. 15—In-service growth of teachers
Feb. 15—Achievement test results—junior high
Mar. 15—Achievement test results—elementary grades
Apr. 15—Guidance program
May 15—Feature page with pictures—education for citizenship
June 1—Baccalaureate and commencement

Although these are only samples, they reveal the kinds of recurring events that claim the superintendent's attention from day to day. The 3 by 5 inch card is usable for this purpose. Each item is recorded on a card, bearing the correct date, which is put in its proper place in the tickler file.

When the superintendent has finished with the card, the secretary replaces it in the file at the back where throughout the year it will gradually work its way forward and reappear on the proper date next year. A number of useful refinements of the device will suggest themselves and any school administrator who desires to make a further examination of its possibilities can readily obtain more complete information from the commercial department of his high school.

IN THE heart of the mountains of southeastern Kentucky lies Leslie County, its 15,000 odd population, except for the 3400 people concentrated in the two principal towns of Hyden and Wooton, scattered over 238,720 acres of ruggedly mountainous country.

About 60 per cent of Leslie County's area is in farm land, but a recent report which said that the county's chief wealth is in coal and timber—the former, largely corporation owned—would lead to the correct inference that the farm families of the county make a subsistence living and little more, mountain land being what it is.

Winding through the more isolated section of north central Leslie County is a narrow, rocky-bedded creek which flows into the middle fork of the Kentucky River, rapidly rushing in rainy weather, shallow and at some places waterless in the dry season. It is in much the same condition as it was a century and a half ago when a struggling pioneer, confronted with the problem of crossing the stream when it was swollen with heavy rains, growled out the complaint, "This is hell fer sartain."

So "Hell-Fer-Sartain Creek" the stream has been called ever since.

Like other areas that are remote from cities and from advantages that bring enlightenment, Leslie County has its share of superstitions and traditions of supernatural happenings. Among these traditions is one that many years ago an old woman (probably regarded by her neighbors as a witch) "raised a knocking spirit" in one of the houses of the county, and the spirit has never been at peace since. To this day, people who live in the house hear peculiar knocking noises in one of the upstairs rooms and never have been able to discover the cause. Prophecies can be found in every kind of dream, and warts are "charmed" away by having a preacher read a Bible verse over them or by stealing a dish rag from a neighbor's house.

Aside from their belief in the supernatural, the back-country folk of

Hell-Fer-Sartain Now Serves a School Lunch



Hell-Fer-Sartain's school kitchen open and ready for business.

Leslie County are as realistic and hard headed, as eager to improve their lot as those anywhere else. This was demonstrated some fourteen months ago when the Work Projects Administration proposed to set up a community garden and school lunch project for the school at Dry Hill, a small community five miles east of Hyden.

Three miles north of Dry Hill is the even tinier community of Hell-Fer-Sartain, located on the creek that gave the settlement its name.

On March 9, 1941, Mary R. Poynter, area supervisor of the W.P.A. school lunch project, having previously arranged a meeting with the missionary circle at Dry Hill, arrived there to discuss plans for the proposed community garden.

Mrs. Poynter found at the designated place many more people than she had anticipated. Inquiry disclosed that two communities instead of one were represented at the meeting. The patrons of Lower Hell-Fer-Sartain had heard rumors of Dry Hill's anticipated fortune and were losing no time in seeking simi-

lar aid themselves. They were so sure of the success of their mission that they had even brought along a horse for the supervisor's convenience.

Equally enthusiastic were the citizens of Dry Hill and arrangements satisfactory to the sponsoring agency were quickly made there. Then, ruffled neither by the extension of her journey nor by the sway-backed, four-legged conveyance assigned to her, Mrs. Poynter accompanied the delegation from the neighboring community back to Hell-Fer-Sartain, where she found a representative of every family in the community and a member of the Leslie County board of education waiting for her.

The reception committee was clustered around the entrance of a small, one room school building at the mouth of the creek which gave the community its name. The spokesman for the group was a typical man of the mountains, 90 years old, bearded and blind. Unhesitatingly and without any direction from others in the group, he approached the supervisor and made her welcome in that unblemished Anglo-Saxon

phraseology that still survives in mountain settlements upon which the paraphernalia of the machine ages have not yet encroached.

The patriarch introduced himself as William "Short Buckle" Begley and followed this introduction with the information that he was the father of 19 children. Families this large are by no means unusual in the mountains. But where custom has ordained through many generations that children shall be given the names of their forebears, Mr. Begley's system of nomenclature departed from the orthodox. Some of his daughters were named Atlantic, Union, Pacific, Ocean, Santa Fe, Suanee, Erie and Maltee. His two eldest sons bore the cumbersome names of William Decorsie Hyronimus and Curry Tunis Norwood.

Formalities over, the people were given a thorough explanation of the responsibility they would have to assume in the operation of the project. Fred Jones, teacher of the school, asked that a vote be taken. Needless to say, the "ayes" were unanimous. A committee was chosen immediately: Mr. Jones, Elmer Huff,

member of the county board of education, and John Sandlin, farmer and brother of Willie Sandlin, Kentucky's most famous World War hero.

A one acre plot of land for the garden was selected and approved on the spot, and all the men of the two communities present agreed to contribute work in the fencing and cultivation of the land. Plans for the erection of a new building to serve as the lunchroom were discussed and a date was set for a pie supper to raise funds for buying seeds and fertilizer.

Mrs. Poynter returned to her headquarters much impressed with the prospects of success of the work in a locality where this type of work was so greatly needed. On a second visit to the Dry Hill—Hell-Fer-Sartain project, she learned that great progress had been made on the program's initial stages. Proceeds from the pie supper were sufficient to buy the fertilizer and local individual contributions had supplied the necessary seeds. The garden had been fenced in and arrangements had been made for ploughing the land.

The patrons of the project were eager to begin construction of the lunchroom; Mrs. Poynter assured them that blueprints for such a building would be drafted and mailed to them in the shortest possible time. But the blueprints never got beyond the idea stage. Before they could be drawn, Mrs. Poynter was notified at area headquarters that the lunchroom had been built and was ready to be furnished with the necessary equipment.

The garden proved a success beyond the highest hopes. Turnips were grown as large as a man's head and some cucumbers were the size of a small watermelon. In fact, the garden's output was so great that it became a problem when the time came to store and preserve the produce. Fruit jars were difficult to obtain in the quantity in which they were needed. But an appeal to the "Save the Children Federation" resulted in the acquisition of three fourths of the needed jars from that organization.

Drying was resorted to in the case of foodstuffs in which this was practicable and everyone was on the lookout to ensure that nothing went to waste. The single W.P.A. worker assigned to the project was never for a moment left unassisted by volunteer help. Everyone gave freely and continuously of his or her time toward the success of the project. Even the venerable Mr. Begley declared that he could put his finger on the head of every nail driven into the building that housed the lunchroom.

Such sacrifices of time and money seem more remarkable when it is realized that in the two communities the only cash income is that derived from a few federal pensions and the wages of a few W.P.A. workers. Logging, at one time the chief source of revenue, has been virtually abandoned in recent years.

Forty school children of the two communities were fed daily during the 1941-42 school year. All of them gained in weight and the consumption of a substantial meal in the middle of the day was the means of making them healthier, happier and mentally livelier. The community has already made arrangements to continue the school lunch and garden program during the 1942-43 school year.

How One Cafeteria "Prepares"

IN THE event of an air raid every cafeteria employe in Theodore Roosevelt High School, Bronx, N. Y., has an immediate duty to perform, such as shutting off the water, gas or steam where he may be working, or turning the valve to let water out of sinks and steam tables. Specific instructions are listed on a card that he keeps for reference.

Each one is required to report either to the sandwich unit or to the storeroom, which is next to the sandwich unit, to assist in moving the food to shelter areas. If a sufficient volume of sandwich filling is available, it is taken to the shelter area. Sufficient bread for use during an emergency is always on hand. Double the amount is ordered on Monday and a carry-over of reasonable quantity is arranged for each day. If there are no sandwich fillings, bread and butter are available.

In the storeroom are opened cases of canned goods which are practi-

cable in an emergency during which cooking would be precluded. Fruit juice is also included. The goods are divided into three piles and are conspicuously labeled for the shelter area for which each is intended. A box of paper cups and a supply of can openers are stored on top of each pile.

These employes and any pupils available would remove as many cans as they could carry from the opened cases and take them to the indicated shelter area.

If the emergency were to last sufficiently long, the cafeteria employes under the supervision of the dietitian and with the cooperation of the home economics department would serve the food.

Cashiers have been instructed to remove cash boxes from registers and bring them to a central point where they can be kept away in safety.

—DORIS H. LUMSTEG, cafeteria manager, City College, New York City.

Success Lies in Organization

ALEX JARDINE

Director of Research and Secondary Education
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SCHOOL systems that have not developed organized programs of visual instruction are in a peculiarly advantageous position since they can draw upon the experiences of schools that have pioneered in the field. The first step involved in planning a program should be a survey of the school system to determine its present status and its needs. A tentative plan may then be drawn up.

The survey and plans for the program should be in the hands of a committee that represents all branches and levels of instruction. Someone from the administrative staff might well serve as chairman, inasmuch as such a person would probably be able to give more time to the committee as chairman than would a teacher. The administrative representative would also have clerical assistance available for the committee. In a small school the committee chairman should perhaps be the principal. Other members of the committee may be from the primary grades, the intermediate grades, the upper grades and the special subject fields in both the junior and senior high school levels.

Teachers Should Participate

Every phase of the curriculum and extracurriculum ought to be represented. It is inadvisable to have too large a committee, but since the proposed audio-visual program is to cut across all subjects and grades it is wise to have a maximum of teacher participation in its origin. A well-planned program recommended by teachers and administrators who are conversant with local needs is likely to succeed. For advice on technical matters beyond the committee's abilities it may be advisable to call in expert assistance from time to time.

The first task of the committee is to determine what equipment, materials and facilities are to be found in the school or system. Searching basements, closets and attics will frequently uncover much old but still usable material. Some of this material can be traded in for credit to the commercial organization that originally sold it. For example, old 35 mm. silent projectors that are now obsolete can be traded in for a few dollars toward the purchase of new equipment. The very contrast in both bulk and cost between the old and new is a fair indication of the rapid strides made in this field. Today's program is streamlined in both of these important respects.

The inventory should include a report on the number, kind and condition of the visual aids found. Items such as the following should be listed: 35 mm. sound and silent projectors, 16 mm. sound and silent projectors, 35 mm. sound and silent films, 16 mm. sound and silent films, permanent and portable screens of all types, stereopticons, glass slides, opaque projectors, flat pictures, film-slide projectors, film strips, sound-slide projectors, micro-projectors, motion picture cameras, still cameras, slide-making equipment, public address systems, radio broadcasting equipment, frequency modulation receivers, phonographs, maps, charts, bulletin board facilities, blackboards, stereoscopes, museum facilities and transportation facilities for school journeys.

Once a complete list is arranged it will be advisable to cull out those materials that are out of date or are not in condition for further use. Some aids can be reconditioned at small cost and made as effective as new ones. All materials found

should be cataloged and placed in a central depository for general use.

After determining what materials and aids are on hand, the committee will consider the local need for new materials and additional equipment. Again, the size of the system is an important factor. If the system is small, consisting of but a few schools, it would be more practical to rent slides, films and other aids than to own them. If, on the other hand, the system is large enough to keep these materials in constant demand, it would be more economical to purchase them for a central library. Even in systems having libraries of their own it is more economical to rent films that are not in great demand.

Definite Budget Essential

Any program for visual education, whether it is large or small, must have a definite annual budget. The initial expenditure will, of course, be larger than the subsequent annual budgets. The budget should include the expense of keeping up equipment, purchase of new equipment, supplies for making slides, rental of visual materials and postage and express funds. Unless this annual budget is allowed, the program will soon run down. Slides break frequently and films are damaged in spite of all the care that is exercised.

New materials are constantly becoming available and as the program grows there will be more. Machinery wears out and sometimes becomes obsolete. A basically sound program must be financed from year to year or the cost will be so great for reorganizing after several years of neglect that the program is likely to suffer.

Another survey that might be made by the visual education committee is one to determine the condition of schoolrooms for projection purposes. Every room used for projecting any type of visual aid

should be equipped with an electrical outlet or outlets conveniently located to ensure the optimum projection. Each room should also be equipped with the best all-purpose shade. In most instances, a double-hung shade made of a durable opaque material will prove most satisfactory. Unless the room is to be used exclusively for projection, it is not advisable to purchase a black shade or one that will totally darken the room.

To be effective, the visual program should have sufficient projection equipment. To permit a maximum of use, each school in a system ought to be regarded as a unit and equipment should be placed permanently in each unit. In the event that a unit is so small as not to need a separate motion picture projector or other visual equipment, arrangements may be made to share the equipment between two smaller units. Large units should be provided with as much additional equipment as seems to be needed.

Program Can Be Expanded

The same rule applies to the placement of stereopticons, balopticons and other projection equipment. If a regular budget is available, additional equipment can be purchased as the need arises. It is advisable to begin with a minimum program and expand as the staff utilizes available facilities rather than to have an abundance of materials that may grow old awaiting use.

Any successful program of audio-visual education must have progressive leadership. In a small school system this task might well be delegated to a teacher who has definite interests along this line. Such a teacher should be relieved of extra-curricular duties and as the program develops should be relieved of some curricular work to compensate for her additional duties.

In a large system a special administrative officer, known as director of audio-visual education, should be appointed to head the program. The director should be a member of the superintendent's staff and should be responsible directly to that office. Whenever possible, the director should attend all staff meetings and should keep abreast of the problems confronting his colleagues. He should put the facilities of his department at the disposal of every

teacher and every school in the system. To be most successful the director must enlist the complete cooperation of teachers, supervisors and administrators.

For the greatest economy of time and materials it seems desirable to establish a central depository for audio-visual aids. In this central library should be stored all films, slides, strip films, traveling exhibits and other visual materials that can most effectively be distributed from such a point. It is unnecessary to purchase separate prints of films and slides for every building in the school system. If experience shows that single copies of a film or single sets of slides will not take care of the demand, additional copies should be acquired as the need arises.

Because of the fragile nature of most visual materials, they must be kept in the best possible condition. This service should be provided for at the central depository. Whenever the damage is too serious to be repaired at the library, the film or slide may be returned to the producer for repair or duplication. Sometimes it is less costly to buy an entire film to replace one that has been damaged than it is to have the damaged part repaired. New slides must be purchased if the positive glass is damaged. If the injury is only on the cover glass, that can easily be repaired in the library.

The type of library that is suggested here will be practical in a school city having a student population from 5000 to about 100,000. School cities of less than 5000 may not find it expedient to invest money in visual materials if these materials can be rented from a source relatively near at hand. If, however, the rental costs approximate the purchase price of each item over a period of two or three years, the visual materials should be purchased regardless of the size of the system.

Each year a visual aids catalog listing all materials contained in the central library should be sent to every teacher in the system. This catalog should be conveniently arranged for easy reference.

Visual materials should be made available to schools for as long a period as can be most conveniently arranged. In some systems aids are left with the schools for a two day period. They are delivered by a

school truck and are picked up when their schedule is completed.

The size of the staff needed to handle the mechanical aspect of the audio-visual program will depend on a number of factors. The size of the school city, the number of visual aids available for distribution and the number of projectors in use will help determine the number of persons necessary to carry on an effective program. In a typical city with a population of 100,000 the following arrangement is suggested as a minimum staff.

1. One booking clerk.

2. One delivery clerk whose chief duty will be that of delivering visual materials and collecting those previously used. This person may also assist the booking clerk in filling orders and in repairing damage done to visual materials.

3. One office secretary to aid the director in preparing written materials for teacher use. The secretary should handle all correspondence necessary for the department and should be in the director's office to accept calls and serve as a clearing house in the director's absence.

Teacher May Direct Program

Each school in the system should have a teacher designated to head the audio-visual program in that school. This teacher should have in his care all of the visual aids equipment for the building. Whenever the projection equipment is needed by any teacher it should be made available with the least possible effort. The school director might easily work out a plan whereby teachers within the building are informed when the equipment is available.

During the war emergency it will be increasingly difficult to obtain new audio-visual equipment and materials. Teachers and operators should be charged with the importance of keeping materials in first-class condition. Equipment now on hand may have to last for several years. Careful handling and frequent overhauling will keep this equipment usable for many months.

Because of the difficulty of obtaining tires, it is likely that school journeys involving much travel will have to be curtailed. However, there are many places within walking distance of the school that may still be visited.

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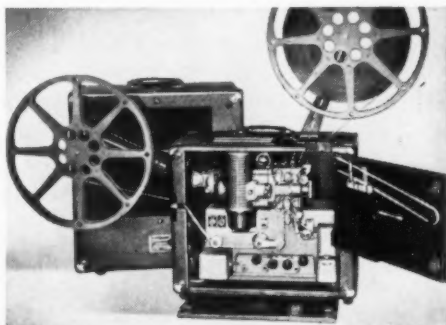
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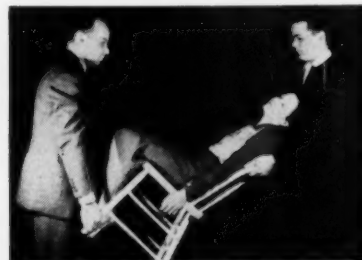
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From wild alarms apart
And yet, come now the hectic days,
How can I play my part?*

You want to be of service, huh? an ancient hulk like you? You want to help your country, to do what you can do? Well, there's a place for you, old man, and you can play your part by giving every boy and girl a strong and loyal heart.

Take down your book of history and make it live anew. Teach now as never taught before the things we all hold true: the story of democracy, the deeds of derring-do that free men in the past have done, that free men still can do. Proclaim the truths that keep men free—and brave and loyal, too.

Teach boys and girls the heritage from days of long ago when their forefathers lived and died, nor feared the strongest foe. And tell them what they're fighting for and what it means to be the citizens of freedom and the sons of liberty.

Teach, then, those living faiths and truths which no power can destroy and make them come alive and live for every girl and boy.

Askit-Baskit

To the average overworked and underslept school administrator, the Greatest Educational Publication on Earth now offers an additional new service of neighborliness and help. The NATION'S SCHOOLS has undertaken to answer all and sundry questions submitted by its puzzled readers.

Says a blushing announcement: The Editors don't always know all the answers (tsch, tsch, Arthur, how come the unusual excess of modesty!) but usually they are acquainted with a reliable source of information, end quote.

With eager hearts, school people everywhere are shaking their rebuilt fountain pens to take advantage of this sudden quiz-kiddie complex on the part of the Editors. Time was when a school superintendent knew all the answers and could give a lecture

on child psychology with one hand while he taught a class in Greek with the other.

But, alas, nowadays the streamlined colleges are turning out young bachelors on a two-for-four basis and it may be that some area of education will be overlooked.

In connection with the askit-baskit which the Editors will now attempt to fill, the question arises, "Who will reply to the questions?" The announcement says, somewhat vaguely: The answers will be given by authorities in the field."

Whatever is done, reader, let us meet the issue squarely. Let us send questions that have a broad and deep significance and that go to the heart of things.

Chalkdust will lead off. There is one question that has always bothered us and at times has caused us much social embarrassment. **Question:** What is the plural of curriculum—and who determines it?

Bring on your experts.

Dear Superintendent

Dear Supt.: Here is a report of absences on which you asked me to make visitation.

9:00 a.m.—*I called on the Biscit family. Mortimer has the pink-eye. Quinton has the pink-eye and whooping cough. Peter has the pink-eye as well as the mother and baby. The Biscits are not well.*

10:15 a.m.—*I called on the Lukes'. Gordon fell in a swamp. Shirley fell in a swamp. Cordell and Franklin D. have not recovered from a cold because they fell in a swamp at some earlier date. The bridge from the Lukes' to school is in bad shape. In trying to cross same, I fell in a swamp.*

Later—*I called on the Jonases. Henry, he skeed into a tree during the holidays. Please give his books to some worthy boy or girl.*

Still Later—*Mrs Jimerson is mad because I called on her she not being the Jimerson who is the mother of Willie who constantly misses the bus. With all due respect I say, "World, bring on your bombs for what is a bomb to a truant officer."*



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News in Review

Federal Aid Rulings Clarified

Communities applying for federal school grants must first show that their schools are caring for twice the normal number of pupils with existing facilities, it was declared by L. R. Durkee, regional director of the Federal Works Agency in Seattle, in a statement which he recently issued to clarify the situation in the Seattle school system regarding the request of school officials for federal aid.

The statement made it clear that federal assistance will be recommended for Seattle schools in proportion to the estimated need for emergency educational facilities and the willingness of school officials to meet the federal requirements. These are that all new school-room structures shall be temporary in character and that existing facilities are being used up to 100 per cent overload.

"I am still disposed to recommend that the federal government through the F.W.A. make an outright grant of 80 per cent of the cost of whatever new school facilities are provided for Seattle," Mr. Durkee stated. "In view of the reluctance of the school authorities to use any of the proceeds of the bond issue for temporary buildings, a simple solution of this difficulty offers itself in the expenditure of the city's share of 20 per cent for school equipment, such as desks and laboratory material, which is always permanent in character. On this basis the regional office of the F.W.A. is prepared to ask immediate approval of the project."

WAR ACTIVITIES

Schools to Train 2,500,000

Schools in more than 600 localities are operating twenty-four hours a day to train vocational students to meet the demand for war workers. It is estimated that the vocational schools will train 2,500,000 men and women for war production industries and civilian employment with the armed forces between July 1942 and June 1943. The training load of the vocational schools during the next year is expected to be approximately equal to the record of the schools for the last two years.

Training facilities in Akron, Ohio, are being increased to provide for more than 5000 workers instead of 2000 at one time. Approximately 70 per cent of the training in the Akron schools will be in aircraft productions.

A large increase in the number of women enrolled in training courses has been noted in several sections. Of more than 40,000 trainees placed by the U. S. Employment Service in Philadelphia, approximately 9000 were women. The facilities of the Boston Trade School are being operated twenty-four hours a day in training women needed in machine shop work in Boston war industries.

O.D.T. Asks Schools' Aid

As a means of obviating the week-end congestion on railroads, preparatory schools and colleges have been asked by the Office of Defense Transportation to schedule their opening and closing dates so that travel to and from the schools will occur in midweek. The American Council on Education recommended that schools and colleges using the same transportation systems call regional conferences to put the O.D.T.'s requests into effect. Another suggestion was that in regions in which there are a number of colleges, opening and closing dates should be spread over a period of at least two weeks.

Radio Engineering Aids Sought

A preservice training course for junior aircraft radio engineering aids will be inaugurated at the University of Illinois on August 1 under the sponsorship of the U. S. Signal Corps. Applicants for the course must be between 17 and 35 years of age, not classified as 1A under Selective Service, who are either high school graduates or have successfully completed at least 14 units of high school study with not less than 6 units in chemistry, drafting, mathematics or physics. Three units of mathematics is the absolute minimum.

Trainees will be paid \$1400 per year during the twenty-four weeks' course. On completion of training, eligibles will be assigned to duty in laboratories or elsewhere in the signal corps at salaries beginning at \$1620 per year.

Application for the course should be made to the Seventh Civil Service District, Room 1107, New Post Office Building, Chicago.

Pupils Produce War Materials

That a reservoir of "production soldiers" is available in many high schools throughout the country has been proved by the success of an experiment in subcontracting of war production work in the Springfield Technical High School, Springfield, Mass., it was announced recently.

The experiment, carried out by the Package Machinery Company and the school, utilized 15 machine shop pupils who manufactured 70 essential machine parts for the local war plant in the course of their regular class work. These included 40 small steel parts for shell loading machinery and 10 each of three other designs, which involved precision operations of turning, threading, grinding and tapping.

The results of the experiment were termed "highly satisfactory" by George A. Mohlman, president of the company, who stated: "Every part manufactured by the high school pupils passed rigid inspection tests. . . . This means that the school will play a practical part in our production program when the new semester opens in the fall."

New Process Saves Typewriters

Schools and other typewriter users can make an important contribution to the rubber conservation campaign by taking advantage of a recently developed process for renovating typewriter rollers. This process, which can be done by an ordinary sand or grit blasting machine of the type used by metal polishers, removes films of dirt and dried ink, leaving the live rubber beneath clean and smooth. The roller is rotated in a blast of No. 90 steel grit at a distance of from 1 to 2 inches from the nozzle, under 15 pounds' pressure for two or three minutes.

Although the operation does not remove deep pits or corrugations, rollers that are not too deeply pitted will work satisfactorily after the glazed surface has been removed. The process has been found to be superior to the ordinary regrounding process which reduces the thickness of the roller to a much greater degree.

High Schools Speed Up Courses

High schools in various sections of the country are emulating the colleges in speeding up their educational programs, it has been reported. Indiana high schools will give the four year course in three years' time by offering summer school courses so that pupils can continue their work uninterruptedly throughout the year. The plan will be tried for one year and extended if the war continues.

The same program will be followed in Memphis, Tenn. Eleventh and twelfth grade pupils will be permitted to take special summer work to speed their graduation during the war period. In Philadelphia seniors in good standing were allowed to leave school five weeks in advance of graduation in order to permit them to take war jobs or to enter military service.

MEETINGS

N.A.P.S.B.O. Meeting Shortened

School business officials who attend the annual session of the N.A.P.S.B.O. in Cleveland, October 5 to 7, will find the convention streamlined in keeping with the government's request to "skeletonize" all such meetings, it has been announced. The convention will begin Monday, October 5, and close Wednesday instead of Thursday as originally planned. The annual banquet will be omitted to offset the loss of time occasioned by the early closing.

In view of war-time developments, the program for the meeting has been completely revamped. Problems of procurement and operation, priorities and rationing, and protecting school children and property in case of air raids will occupy the attention of the delegates.

Some of the customary entertainment features of the meeting, including the exhibitors' buffet supper, will be omitted.

Flora Is New N.E.A. President

Supt. A. Cline Flora, Columbia, S. C., was elected president of the National Education Association at the eightieth annual convention held in Denver, June 27 to July 20. Other officers named for the ensuing year are B. C. B. Tighe, principal, Senior High School, Fargo, N. D., vice president, and B. V. Stanton, superintendent of schools, Alliance, Ohio, treasurer.

The policy of the War and Navy departments in urging pupils to remain in school in order to equip themselves to be of greater service to their country was endorsed by the association, as was the resolution recently passed by the National Association of Manufacturers advocating adequate financial support for education and educational priority along with other essential services.

In another resolution the delegates reiterated the N.E.A.'s opposition to any lowering of standards of certification and recommended the establishment of an emergency teacher placement service by the U. S. Employment Service to be operated in accordance with professional standards and in cooperation with representatives of the teaching profession.

Denver Host to Semantics Group

Educators and physicians are invited to attend the second American Congress on General Semantics, which will be held at the University of Denver, August 1 and 2. The three general sessions will deal with problems of reconstruction and indicate the educational implications of general semantics for neuro-social integration without regimentation in a democratic society.

NEWS ABOUT G. E. OF INTEREST TO EDUCATORS



G.E. and Scholarships

THIS fall thousands of young people will be "off to college."

Most of them had to figure their money pretty closely to meet the expenses of college; many never could have gone at all if they had not received financial assistance.

To help some of these deserving young people attain a higher education, the General Electric Company has established the following scholarships and educational loans:

Charles A. Coffin Fellowships

To assist men doing advanced research in electricity, physics, and physical chemistry. Applications accepted from college seniors and graduates.

G-E Employees Education Plan

Provides scholarships and educational loan fund for employees and sons of employees for study at any college.

Charles P. Steinmetz Memorial Scholarships

For study at Union College. Open to G-E employees, sons of employees, and, if there are no applicants from any of the Works and Offices of the Company, residents of Schenectady, N. Y.

Richard H. Rice Memorial Scholarships

For study at Stevens Institute of Technology. Open to sons of employees (sons of employees at the

Lynn Works of the Company being given preference).

John E. Popper Scholarships

Open to students in any of the employee-training courses conducted by the Company. Holder may attend college of his choice.

(Detailed information about the scholarships may be obtained by writing the Education Committee, General Electric Company, Schenectady, N. Y.)

These funds have made available \$194,367 to help 284 chosen young men through 67 American colleges and three institutions abroad.

Why does a mighty industry sponsor the training of American young people? Because we realize how important that training is to the World of Tomorrow and to our industry of tomorrow.

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Textbook Publishers Organize

At a meeting in New York City on June 15, representatives of 28 textbook publishers formed the American Textbook Publishers Institute which will have as its objective "to study and seek to reach a constructive solution of all problems having to do with the use of textbooks as the tools of learning."

The organization grew out of a survey of textbook problems undertaken by a group of New England publishers in 1940. Some of the activities of the institute will be to promote better understanding by the public of the place and the need of the textbook in American

education and to stimulate research in textbooks and teaching problems directly affecting the use of texts.

RADIO

Blue Network Offers Army Series

A new Army radio program intended for classroom consumption will be inaugurated on October 6 from 2:30 to 3 p.m. Eastern War Time, it has been announced by the Blue Network. The program, which will originate in Station WMAL in Washington, D. C., will in-

clude interviews with Army, Navy and Air Corps heroes, pickups from various national shrines and special recognition of contributions of individual schools to the war effort. The Army band will be a regular feature and brief dramatizations may be used.

The program will be an official presentation of the War Department and has been worked out in cooperation with the American Association of School Administrators and the National Education Association.

On July 30 school superintendents will be invited to listen to a closed circuit preview of the program at the studios of the nearest Blue Network station.

Speakers on the closed circuit program will include Gen. A. D. Surles of the War Department; Mark Woods, president of the Blue Network; John W. Studebaker, commissioner of education, and a representative of the N.E.A. School administrators will be urged to adjust their classroom schedules, if necessary, to make it possible for the program to be heard in the classrooms.

INSTRUCTION

Preflight Courses Outlined

"Pre-flight Aeronautics in Secondary Schools," a guide for teachers and administrators who will be responsible for conducting the preflight program in secondary schools, has been prepared by the staff of the Aviation Education Research Project under the auspices of the Civil Aeronautics Administration.

The manual, which was based on an experimental course given in 12 high schools in and around New York City, outlines various subjects that will be covered in the textbooks now being prepared for the preflight training courses and lists a selected bibliography of books, moving pictures and slides to be used as additional teaching aids.

The first of the series of textbooks designed for instruction of preflight subjects in the high schools was released early in July. Entitled "Physical Training for Airmen," the manual covers administrative procedure, the basic program, the elective program and testing. The textbook is suitable for use by any type of school participating in the training program, regardless of its size or location.

Mathematics Takes the Lead

Mathematics ranked first in the number of enrollments in new courses at colleges and universities during the past year, it was revealed in a study conducted by the Investors Syndicate of Minneapolis. Second in order of interest to students were courses based



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upon mathematics, including general science, physics, chemistry and engineering. Spanish took third place in new course gains.

PUBLICATIONS

School Law Reviewed

Court decisions affecting all phases of education are included in the "Tenth Yearbook of School Law," edited by M. M. Chambers and 18 collaborators for the American Council on Education, Washington, D. C. The yearbook also contains an article by Jose M. Gallardo, commissioner of education of Puerto Rico, on the legal basis of education on that island. Another article, prepared by Harold H. Punke, covers the legal groundwork of education in Mexico.

Fifteen chapters are devoted to the rights and responsibilities of pupils and teachers and to matters relating to school property, contracts, tort liability, taxation, indebtedness, organization of school districts and state administration.

LEGISLATION

Sick Leave Doubled

Sick leave for teachers in New Jersey has been increased to ten days a year with full pay in accordance with a law that has recently been enacted. Five of these days will be cumulative to a maximum of sixty days.

Omaha Votes Salary Increase

Teachers and school custodians of Omaha, Neb., will receive salary increases as a result of a two mill tax increase that was voted recently. Both groups had taken 25 per cent pay cuts during the depression years. A special election was held as a result of a vigorous campaign started by citizen groups because teachers were leaving the Omaha school system to take more highly paid jobs in other cities and because the school custodians had threatened a strike.

NAMES IN NEWS

Superintendents

Warren E. Bow, deputy superintendent of schools, was elected superintendent of Detroit public schools to succeed Frank Cody for a three year term, beginning July 1. Herman Browe was appointed deputy superintendent and directors H. L. Harrington and Ivan E. Chapman were promoted to assistant superintendencies.

John E. Wade, formerly deputy and associate superintendent of schools of New York City, has been made superintendent of schools, succeeding the late

Harold G. Campbell.

George M. Fentem has been elected to succeed R. L. Smith as superintendent of schools at Eureka Springs, Mo. Mr. Smith resigned to accept the superintendency of schools at Harrison, Ark.

E. G. Lake, superintendent of schools at Griswold, Conn., for the last eight years, has accepted a new position as head of the school system at Barre, Vt.

W. Forrest Watkins is the new superintendent of the third supervisory district of Livingston County, New York. He succeeds P. C. Martin.

Clarence Royse has been named superintendent of Oakdale Union High School, Oakdale, Calif., succeeding Harold E. Chastain, who has accepted a position at Auburn, Calif.

Supt. Claude Ferguson, head of the Drummond, Okla., school system for the last three years, has been named superintendent of the Medford School, Medford, Okla.

John A. Langford has resigned the principalship of Enfield High School, Thompsonville, Conn., to become superintendent of schools at Putnam, Conn.

William C. McCue, superintendent of

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schools at Berwick, South Berwick, Eliot and Lebanon, Me., retired recently after serving as superintendent for thirty-three years.

Clifford R. Hall has resigned as superintendent of schools at Natick, Mass., to accept a similar post at Arlington, Mass. **E. David Woodbury** will succeed him.

Glenn Drummond, former superintendent of schools of Logan County, Ohio, has been named head of the school system at Wapakoneta, Ohio.

Medill Bair, formerly principal of William Carter School at Needham, Mass., has been elected superintendent of schools at East Greenwich, R. I., to succeed **Wilfred H. Graves**.

R. H. Swygert, former superintendent of schools at Lowndesville, S. C., will succeed **Walter T. Brown** as head of Townville schools, Townville, S. C.

Carl C. Byers has resigned as principal of Gallia Academy High School, Gallipolis, Ohio, to become superintendent of the Parma public school system at Cleveland.

James G. Pratt will retire as school superintendent of the fourth supervisory district, Mayville, N. Y., on August 1.

A. L. Biehn, former principal of Fairbury High School, Fairbury, Neb., will become superintendent-principal of Niles Township High School, Skokie, Ill.

Ernest P. Carr, superintendent of schools at Marlboro, Mass., for the last thirty years, retired on July 1. The vacancy created by his retirement will be filled by **T. Joseph McCook**.

H. S. Hungerford, principal of the high school at Hemlock, N. Y., for the last seven years, has assumed his new duties as fourth district superintendent of schools, Wayne County, New York.

Philip C. Martin, district superintendent of the third supervisory district, Livingston County, N. Y., recently submitted his resignation.

Howard B. Carroll, former head of the mathematics department of Taunton High School, Taunton, Mass., has been elected superintendent of schools at Taunton.

Leland H. Lamb, superintendent of schools at Flint, Mich., since 1930, has resigned to accept a position doing industrial personnel work. He will be succeeded by **L. A. Pratt**.

Clarence Lewis Phelps, who was for twenty-seven years superintendent of schools at Ishpeming, Mich., retired on July 1. He has been succeeded by **Ogden E. Johnson**.

John H. Thorp has resigned as superintendent of schools at Old Lyme, Conn., to become industrial arts supervisor in the Connecticut state department of education. **Willis H. Umberger** will succeed Mr. Thorp as superintendent.

Douglas Chittick, former county superintendent of schools, McPherson County, South Dakota, has been named deputy superintendent of public instruction for South Dakota, it was announced recently.

Dr. Raymond White, professor of education, Lehigh University, has been selected to head the school system of Abington Township, Pennsylvania, replacing **Joseph C. Weirick**.

John L. W. Evans, superintendent of schools at New Boston, Ohio, for the last four years, has been elected superintendent at New Philadelphia, Ohio, to replace **H. S. Carroll**.

County Superintendents

Ralph E. Barnett, supervising principal of Somerset Township schools, Somerset, Pa., has been appointed assistant superintendent of Somerset County schools, replacing **A. B. Cober**.

Otto J. Newman has been elected county superintendent of schools, St. Joseph County, Indiana.

Edwin Kent, for the last ten years superintendent of schools in Sonoma County, California, recently announced his retirement.

Principals

Harmon W. Smith has been named principal of Huse Memorial School, which is now under construction at Bath, Me.

Perley H. Thompson has resigned as principal of West Babylon School, West Babylon, N. Y.

William T. Bean will assume the duties of principal of Butler Junior High School, Butler, Pa., on August 1. He was formerly principal of Beaver Falls Junior High School, Beaver Falls, Pa.

Marvin H. Ihne will be the principal of the new Junior High School which is to be opened at Alton, Ill., at the beginning of the school year.

Mark G. Woods has been elected district superintendent and principal of Fairfield Grammar School, Fairfield, Calif.

M. W. Stout, principal of University High School at the University of Iowa, for the last three years, has been appointed principal of Rochester Senior High School, Rochester, Minn. He will succeed **R. B. Tozier**, who has left to take up new duties as principal of York Community High School, Elmhurst, Ill.

Mrs. Rebecca B. Bath was recently appointed principal of Memorial Avenue High School at West Springfield, Mass.

Willard Millsaps, a member of the faculty of Central High School, Chattanooga, Tenn., was selected to succeed **J. B. Brown** as head of the Soddy-Daisy High School, Chattanooga.

C. A. Bohner has been named to succeed **M. H. White** as principal of North Junior High School, Sioux City, Iowa. Mr. White is retiring after twenty-three years of service in the city schools.

R. E. Michael has been appointed principal of Shields High School, Seymour, Ind.

William D. Sprague, 71, retired last month after twenty-four years as principal of Melrose High School, Melrose, Mass.

John David Meade, principal of Altavista High School, Altavista, Va., has been named to succeed **H. D. Wolff** as principal of Petersburg High School, Petersburg, Va.

In the Colleges

Dr. John Davis Williams, formerly of the University of Kentucky, has been elected president of Marshall College, Huntington, W. Va., succeeding **Dr. James E. Allen**, who has been made president emeritus.

Lois Elder, dean of women at Wilmington College, Wilmington, Ohio, for the last six years, will resign at the close of the summer session.

H. Jack Hunter, associate headmaster of Montclair Academy, Montclair, N. J., has accepted the presidency of Nichols Junior College, Dudley, Mass. He succeeds **Major James L. Conrad**, U. S. Quartermaster Corps, who is now stationed at Fort Wright, Fisher's Island, N. Y.

Dr. Henry Nelson Snyder, president of Wofford College, Spartanburg, S. C., for the last forty years, resigned recently. **Dr. Walter Kirkland Greene**, professor of English and dean of undergraduate instruction at Duke University, will succeed Doctor Snyder.

Lois Johnson is the new dean of women at Wake Forest College, Henderson, N. C. Miss Johnson was formerly principal of Thomasville High School, Thomasville, N. C.

John Milton Potter, special assistant in the Office of Strategic Services, Washington, D. C., has been elected president of Hobart and William Smith Colleges, Geneva, N. Y., it was announced recently. Doctor Potter will assume his new duties on September 1.

Miscellaneous

Doris H. Zumsteg, formerly dietitian, Theodore Roosevelt High School, Bronx, N. Y., has been appointed manager of the cafeteria of the City College of New York.

Deaths

Dr. Truesdel Peck Calkins, president of Hofstra College, Hempstead, L. I., since 1939, died from a heart attack recently.

THE BOOKSHELF

General

HOMES TO LIVE IN. By Elizabeth Ogg and Harold Sandbank. New York City: Public Affairs Committee, Inc., 1942. Pp. 31. \$0.10.

LIONS ON THE HUNT. By Theodore J. Waldeck. New York: The Viking Press, 1942. Pp. 251. \$2.

THE STRENGTH OF NATIONS. A Study in Social Theory. By George Soule. New York: The Macmillan Company, 1942. Pp. 268. \$2.50.

PROGRESS TO FREEDOM. The Story of American Education. By Agnes E. Benedict. New York: G. P. Putnam's Sons, 1942. Pp. 309. \$3.

DISTRIBUTIVE JUSTICE. By Rt. Rev. John A. Ryan. New York: The Macmillan Company, 1942. Pp. 357. \$4. Third Edition.

THE WAR AND AMERICA. By Francis L. Bacon. New York: The Macmillan Company, 1942. Pp. 125. \$0.60.

LATIN AMERICA. By Preston E. James. New York: The Odyssey Press, 1942. Pp. xx+908. 64 Pages of Illustrations. 144 Maps. \$4.50.

Professional

TRAINING FOR SPEED AND ACCURACY OF VISUAL PERCEPTION IN LEARNING TO SPELL. By Luther C. Gilbert and Doris W. Gilbert. Berkeley: University of California Press, 1942. Pp. 425.

A BASIC BOOK COLLECTION FOR HIGH SCHOOLS. Prepared by Jessie Boyd and Others. Chicago: American Librar. Association, 1942. Pp. 193. \$2.

"OUR LIBRARY." By Phyllis R. Fenner. New York: The John Day Company, 1942. Pp. 174. \$1.75.

TEACHING THE INDIVIDUAL. By Ruth L. Munroe. New York: Columbia University Press, 1942. Pp. x+353. \$3.

BIBLIOGRAPHY OF ECONOMIC AND SOCIAL STUDY MATERIAL. New York: National Association of Manufacturers, 1942. Pp. 46. (No Charge.)

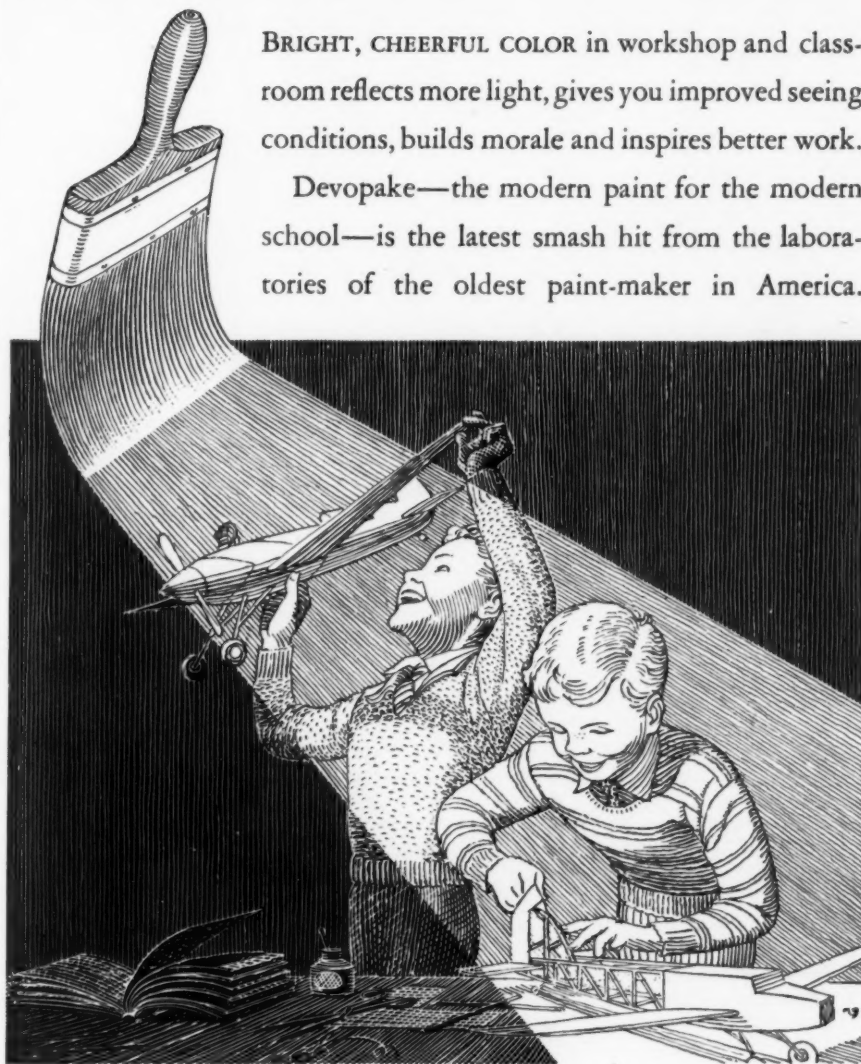
THE ACTIVITY PROGRAM. A Survey of the Curriculum Experiment With the Activity Program in the Elementary Schools of the City of New York. Under Direction of J. Cayce Morrison. Albany, N. Y.: State Education Department, 1941. Pp. 182. Paper Cover.

Research

CURTAILMENT OF NONDEFENSE EXPENDITURES. By Henry P. Seidemann. Washington, D. C.: The Brookings Institution, 1941. Pp. 54. \$0.25 (Paper Cover).

SPECIFICATION FOR FOLDING CHAIRS. By Raymond V. Long and Committee. Washington, D. C.: American Council on Education, 1942. Pp. viii+39. Paper Cover.

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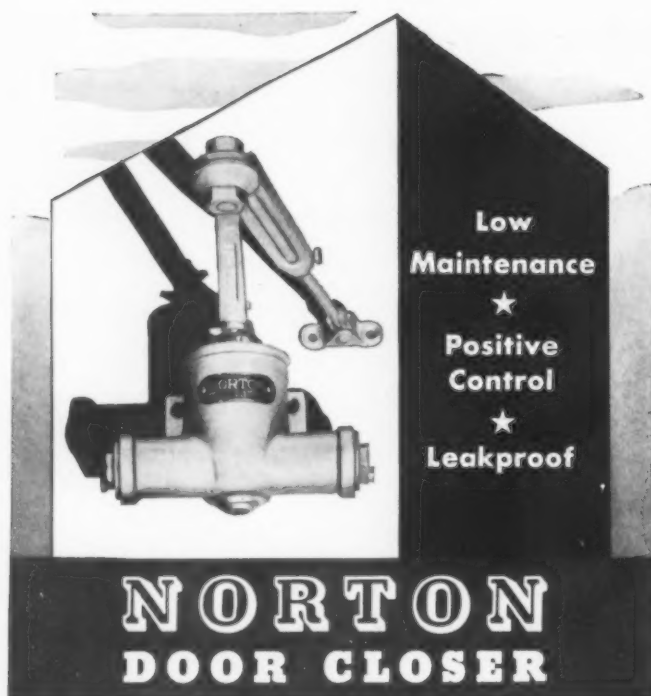
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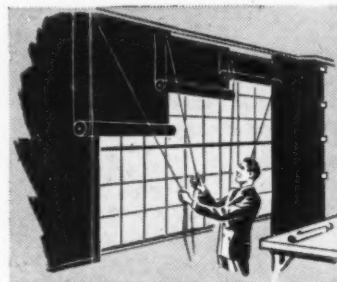
As Safe as Standing on the Floor

WHAT'S NEW

Crêpe Fiber Blackout Blinds

Flameproof Blinds Easily Adjusted

No scarce or essential war materials are needed in the new crêpe fiber blackout blinds recently introduced by Clopay. The heavy material is said to cost only one seventh as much as opaque cloth and is completely lightproof. Furthermore, the manufacturer states, the shades will not crack, peel or pinhole. They are flameproof and unless immersed in liquid or subjected to long severe exposure will not flame even in direct contact with fire. The blinds are of the cord type and are easy to raise or lower. The method of overlapping that is employed precludes the escape of light and also makes the blinds adaptable for use on any size of window. Side panels are available for permanent installation at the end of a series of windows, at corners, posts or other obstructions to ensure a complete light seal.—Clopay, 1207 Clopay Square, Cincinnati.



When inquiring, refer to NS1169

Emergency Markers for Blackouts

"Glo-Type" Signs Can Be Seen in Dark

Luminous material applied to markers for exits, fire escapes, fire alarms, stairways and elevators makes these vital areas clearly visible even in total darkness, it is stated by Cardy-Lundmark Company. The material is said to be constantly recharged upon exposure to daylight or artificial illumination and will glow for from eight to ten hours without losing intensity. "Glo-type" signs are said to be plainly visible to the normal eye at 500 feet but fade rapidly beyond that distance so that they do not constitute a hazard during a blackout. Twenty different types of signs are available from stock sizes and special designs can be ordered. They may be used in all indoor areas and also for marking fire hydrants and other outdoor spots if properly protected from the elements.—Cardy-Lundmark Company, 1801 West Byron Street, Chicago.



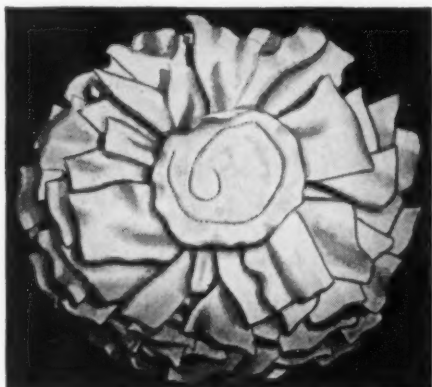
When inquiring, refer to NS1170

Combination Sponge and Chamois

Holds Water Without Dripping

Small pieces of high quality chamois have been sewn together in a cluster to make the new "Topsy" chamois

for SCHOOLS



sponge, recently introduced by Tamms Silica Co., for use when regular sponges are not available. The Chami-Sponge can be used wet as a sponge and then wrung dry and used as a chamois.

A mesh sponge made from sections of natural wool sponges enclosed in a soft absorbent netting is also being offered by this company. Both types are available in two sizes.—Tamms Silica Company, 228 North La Salle Street, Chicago.

- When inquiring, refer to **NS1171**

Odorless Insecticide Introduced

Eliminates Vermin Within Two Weeks

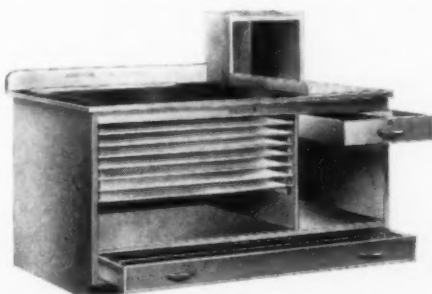
Roaches, ants, water bugs and other vermin can be completely eliminated within a two week period if the instructions that accompany Completex insecticide are followed, it is claimed by the manufacturer. The new product is composed entirely of domestic chemicals which are not at present essential to the war effort. The combination liquid and powder formula is stated to be odorless and completely harmless to human beings and warm blooded animals, which makes it particularly well suited to use in schools where this safety feature is essential.—Completex Sales Company, 132 West Forty-Third Street, New York City.

- When inquiring, refer to **NS1172**

Offset Press Work Table

Provides Compact Work and Storage Space

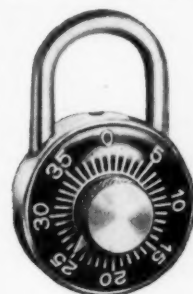
No time is lost hunting for materials and tools with the new offset press work table recently marketed by American



or use Readers' Service blank on page 65

TIME... to replace worn locker locks with DUDLEY LOCKS

Now's the time to take inventory of your locker locks, replacing those worn-out with bright, new dependable Dudleys. Dudley locks stay new through many long student-abused years of service, because they're ruggedly constructed for endurance... and protection. Furthermore, their quick, easy operation has made them "most popular" with the student body.



Rotopoint Combination Padlock
RP-5

RD-2

Rotodial Combination Padlock



The Dudley line also includes master-keyed combination padlocks and built-in locks.

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Dept. 810 570 W. Monroe St. Chicago, Ill.

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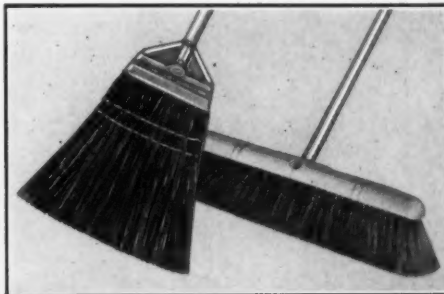
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WHAT'S NEW for SCHOOLS

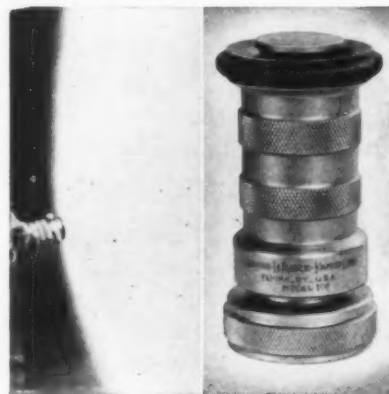
Type Founders. The especially designed table, of wood construction with black masonite top and shelving, provides a deep drawer for five spare rollers and dampers; seven sliding shelves for packing sheets, press OK's, printed samples, spare blanket and press plates; a compartment for job tickets and inks, and adequate spaces for roller wash-up device and press chemicals. One end of the table top is equipped with guides for checking the register of printed sheets and the other contains a sheet of plate glass for mixing inks. A tool drawer with compartment and lock completes the unit.—American Type Founders Sales Corporation, 200 Elmora Avenue, Elizabeth, N. J.

• When inquiring, refer to NS1173

All Spray Nozzle for Fire Hose

Obviates Danger of Solid Stream of Water

An especially designed fire hose nozzle that turns immediately from the shut-off position to a cone spray of 40 degrees has recently been introduced by American-LaFrance-Foamite Corporation. Further turns of the nozzle increase



the size of the spray up to 150 degrees, which provides a full curtain of water to protect men and property behind it. The nozzle has found favor with public utilities companies, the manufacturer claims, because it prevents any possibility of a solid stream of water being applied accidentally to live electric circuits. The spray cones will knock down heavy smoke and dissipate poisonous fumes. The nozzle is known as Model 10F and can be obtained for any 1½, 2 or 2½ inch hose thread and for Underwriters' tip thread.—American-LaFrance-Foamite Corporation, Elmira, N. Y.

• When inquiring, refer to NS1174

"Glassshield" Window Covering

Makes Window Glass "Safety Glass"

Two coats of "glassshield," a transparent protective material developed by Maas and Waldstein, will turn ordinary glass into what is, in effect, safety glass, it is claimed. A pane that has been coated with "glassshield" may break as the result of vibration but it will not shatter, according to the manufacturer. It is also stated that the coating does not interfere with vision or light transmission through the glass. For maximum protection, two coats should be applied to both the inside and outside of the window. The material is applied with a brush, allowing an hour for the first coat to dry before the second one is added. When they are

WHAT'S NEW for SCHOOLS

no longer necessary, the coatings can be removed with a razor blade.—Maas and Waldstein Company, 438 Riverside Avenue, Newark, N. J.

- When inquiring, refer to NS1175

NEW CATALOGS

"The Story of Meat"

Textbook, Manual and Reference Book

Because of the increasing importance of meat production and distribution, Swift and Company, Chicago, has recently published a new and revised edition of "The Story of Meat," a textbook written especially for vocational educators and students in meat merchandising classes. The commercial geography, economics, nutrition, production and merchandising of meat are covered in the 300 page volume which contains more than 150 illustrations.

- When inquiring, refer to NS1176

Folding Walls and Wardrobes

Disappearing Units Save Space

The compactness, ease of operation, sturdiness and convenience of Fairhurst folding walls and disappearing-door wardrobes are concisely outlined in a recent folder published by American Bowling and Billiard Corp., 50 West Seventeenth Street, New York City. The folding wall is said to adjust itself automatically to weather conditions and to misalignment of floors caused by the settling of the building.

- When inquiring, refer to NS1177

Fluorescent Lighting Manual

Scientific Book in Layman's Language

Charting a course between highly technical works on the subject of fluorescent lighting and the popular feature articles designed for lay consumption, General Electric Company, Nela Park, Cleveland, offers a profusely illustrated manual that can be understood even by those who have little electrical training. The chief purpose of the book is to provide a ready-reference source of knowledge that will be helpful in solving problems that arise in contemporary fluorescent lighting practice. (\$3.)

- When inquiring, refer to NS1178

Apprentice Training Helps

Digest of Booklets on Lathe Operation

Descriptions of the various booklets, manuals, charts and sound films on lathe operation for apprentices, which have been released by South Bend Lathe Works, 425 East Madison Street, South Bend, Ind., have been compiled by the manufacturer for the benefit of those who wish to know exactly what type of information is available on the subject and how it can be obtained.

- When inquiring, refer to NS1179

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SIMPLIFIED SUPERVISION

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It's made of the thrill he gets when his troop train stops at a junction point and fifty good-looking girls are at the station with cigarettes.

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It's made of laughter and music—when Bob Hope or Lana Turner visits his camp with a USO show.

It's even made of a cup of coffee and a Yankee smile—at some lone outpost in Alaska or the Caribbean.

Maybe it's just a feeling of kinship with this land of a hundred million generous people. Maybe it's just the understanding that this whole country cares; that the soldier is bone of our bone; that he and we are one.

Name it if you can. But it's the secret weapon of a democratic army.

What can you do to sharpen this weapon? Give to the USO. This great national service organization has been entrusted by your government with responsibility for the service man's leisure needs.

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Give all you can—whether it's a lot or a little. Send your contribution to your local chairman or to USO, Empire State Building, New York City.

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WHAT'S NEW for SCHOOLS

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How to Prolong the Life of Equipment

Suggestions for the care of stainless steel have been compiled by metallurgists of Republic Steel Corporation, 3100 East Forty-Fifth Street, Cleveland, and published on a chart entitled "Conserve Stainless Steel Food Handling and Serving Equipment." The chart contains tips on how to make stainless steel equipment last longer and information on various cleansing agents and their effects on this type of material.

- When inquiring, refer to **NS1180**

FILM RELEASES

One Day in Soviet Russia—16 mm. sound, 55 minutes. Full length documentary film feature written and narrated by Quentin Reynolds, presenting a complete picture of life in Soviet Russia.—BRANDON FILMS, INC., 1600 BROADWAY, NEW YORK CITY.

- When inquiring, refer to **NS1181**

How to Read a Map—16 mm. silent. 1 reel. Shows how to interpret geographical and military maps. Profusely illustrated. Suitable for both school and general use.—WALTER O. GUTLOHN, INC., 35 WEST FORTY-FIFTH STREET, NEW YORK CITY.

- When inquiring, refer to **NS1182**

Washington in War Time—Record of action in Washington, showing war workers, leaders of war bureaus, military and naval officers at work. Finale shows parade of tanks down Pennsylvania Avenue.—CASTLE FILMS, INC., 30 ROCKEFELLER PLAZA, NEW YORK CITY.

- When inquiring, refer to **NS1183**

Middle East—Maps and animated pictures depict the vital importance of holding the Middle East against Axis forces. 16 mm. sound. 1 reel.—WALTER O. GUTLOHN, INC., 35 WEST FORTY-FIFTH STREET, NEW YORK CITY.

- When inquiring, refer to **NS1184**

Filmosound Catalogs—Supplement to Filmosound library listing 200 new films added since the publication of the 1942 catalog. Defense films listed under such headings as "War Reports," "Official Government Films," "Victory Gardens," "Emergency First Aid," "Industrial Defense Plant Training" and "American History and Principles."—BELL AND HOWELL COMPANY, 1801 LARCHMONT AVE., CHICAGO.

- When inquiring, refer to **NS1185**

Victory Catalog—Designed to aid in the selection of suitable motion pictures to help maintain "Home Front Offensive." Lists 16 mm. sound and silent and 8 mm. silent films.—IDEAL PICTURES CORPORATION, 28 EAST EIGHTH STREET, CHICAGO.

- When inquiring, refer to **NS1186**

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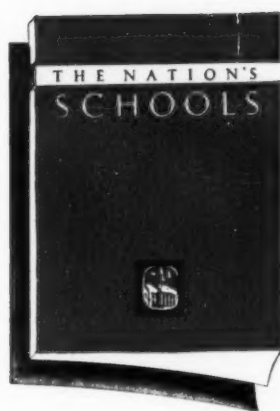
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